

***In-depth Study of the Six NGOs Involved in
Implementation of Innovative and
Experimental projects***

A REPORT

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PREFACE

Recognising the importance of Innovative and Experimental projects in the field of education, the Government of India have been providing financial support to various Non-Governmental Organisations actively working at the grass-roots level. This has been considered as an alternative strategy to promote universalisation of elementary education in the country. An evaluation study of such projects was earlier undertaken in the Department of Elementary Education which provided interesting details in respect of 26 Non-Governmental Organisations engaged in the implementation of innovative programmes, particularly for out of school children and all drop-outs. As a follow-up of this research study it was considered appropriate to formulate and conduct an in-depth study of the selected Non-Governmental Organisations to identify various innovative practices adopted by the NGOs.

The present study is an attempt to undertake case study of 6 Non-Governmental Organisations. Four Non-Governmental Organisations were selected on the basis of the earlier study ranking high on certain parameters. Two more NGOs, one from Maharashtra and another from Nagaland were also taken up for the study. The Six NGOs identified for the study were

- 1 Vikramshila Education Resource Society (VERS), Kolkata, West Bengal
2. Agramee, Orissa
3. Deccan Development Society (DDS), Andhra Pradesh
- 4 Bhagavatulla Charitable Trust (BCT), Visakhapatnam, Andhra Pradesh
- 5 Apanach, Pune, Maharashtra
6. Konyak Women and Child Welfare Society (KWCWS), Nagaland

The present study focuses on innovativeness in various components and the activities of the organisations, eg., development of teaching learning materials, orientation and training, development of training package, transactional and evaluation processes in practice, besides the philosophy and perception of the personnel involved in the tasks. All round development of children and their mainstreaming into the formal schools have also been given due emphasis. In the conduct of the study, both primary and secondary, as well as quantitative and qualitative data have been utilised. Field inspection, interviews and interactions with field level functionaries have been important aspects of the study. Detailed

profile of the NGOs, vis-a-vis, the innovative components have been especially provided in Chapter III. The total presentation revolves round meeting the learning needs of the children in the unique ways adopted by the NGOs.

I take this opportunity to place on record my gratefulness to the members of the six NGOs undertaken for the study for their excellent cooperation to the research team of the Department. Special thanks are due to the experts, namely, Prof. C.L. Anand, Dr. D.P. Sharma, Dr. H.L. Sharma, Dr. P. Dasgupta and Mr. Ishwar Chandra for their support and guidance in finalisation of research tools and the report of the study. Dr. Pushpa Mandal and faculty members of the Department associated with the study and the JPFs also deserve appreciation for the sincere efforts made by them in completion of the study in time.

It is hoped that the findings of the study would be of great help in planning various activities and programmes for strengthening Education Guarantee Scheme (EGS) & Alternative Innovative Education (AIE) programmes under Sarva Shiksha Abhiyan. Comments and suggestions for enhancing the quality of the report would be gratefully acknowledged.

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Chapter I

INTRODUCTION

1.1 Elementary Education Scenario

The elementary education system in India has become one of the largest in the world with the enrolment of 113,612,541 children at the primary level in the year 1999-2000, and that of 42,065,198 children at the upper primary level in the same year. Out of these children, 16,982,847 are girls. There are 2.90 million teachers (1.74 million employed in primary schools and 1.16 million in upper primary schools). Nearly 95 per cent of the rural population has a school within a walking distance of 1 km and 84 per cent have an upper primary school within a distance of 3 km. (Selected educational statistics, 2000 MHRD)

While these could be regarded as impressive achievements, what is disquietening are the low learner retention and low achievement rates. Although the dropout rate at the primary level is decreasing, yet in 1994-95, it was as high as 36.3 per cent for primary school children and 52.7 per cent for the upper primary ones. Similarly, some studies¹ have shown that the levels of learner achievement for different subjects are also low.

National averages for enrolment at primary level present wide regional disparities. While the proportion of never-enrolled children has declined in all States, it is still quite high in Bihar, Rajasthan, Uttar Pradesh and Madhya Pradesh. A significant gap between male and female enrolment rates persists despite intensive efforts to bridge it. In 1995-96, girls accounted for only 47.2 per cent of the total enrolment at the primary level and 39 per cent at the upper primary level. The dropout rate of girls is much higher than that of boys at both the primary and upper primary levels. Thus, there is a need to improve the overall enrolment and retention rates of children at primary level, most

¹ See, for example, Planning Commission (1998), Anand (2001)

particularly of the children belonging to socially and economically disadvantaged groups, such as the scheduled castes and scheduled tribes.

In order to achieve the goal of Universal Elementary Education by the year 2003, the following objectives were worked out by the MHRD in consultation with the States and Union Territories:

- To overcome the problem of school dropouts and lay emphasis on retention and achievement levels rather than emphasising merely on enrolment.
- To strengthen the alternatives of regular schooling, particularly the non-formal education system for working children/girls and children from other disadvantaged and marginalized sections of society.
- To shift focus from educationally backward States to educationally backward districts.
- To draw up population specific plans.
- To provide universal access to schooling facilities, particularly to girls, disadvantaged groups and out of school children.
- To improve school effectiveness, teacher competence, training and motivation.
- To introduce minimum levels of learning (MLL) for enhancement of learner's achievement.
- To adopt micro level strategies through the use of participatory process.
- To bring about a convergence of different schemes of elementary education and related services, such as early childhood care and education, school health and nutrition programmes.

To materialise the aforementioned objectives and also in the light of the Dakar Framework for Action (2000)², which embodies a revitalised collective commitment to education for all by 2015, Government of India has launched an ambitious programme called '*Sarva Shiksha Abhiyan* (SSA)' to achieve the goal of Universalisation of Elementary Education by 2010.

² World Educational Forum (2000)

The Dakar Framework for Action

The participant in the World Education Forum committee to achieve *Education for All (EFA)* goals and targets for every citizen and for every society. Commitment was made to the attainment of the following goals -

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children,
- (ii) ensuring that by 2015 all children, particularly girls children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality,
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults,
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Source *World Education Forum (2000): The Dakar Framework for Action, Dakar, Senegal (26 – 28 April, 2000)*

1.1.1 Role of Voluntary Organisations/ NGOs in Education For All

There is a strong tradition of voluntary effort in India going back over centuries. The role of voluntary organisations/ NGOs in the field of education has already been recognised by the Government of India ever since the First Five Year Plan. The Government considers voluntary organisations/ NGOs as important partners in its endeavour to eradicate illiteracy and to achieve the goal of Education For All (EFA). It is generally assumed that no programme, which involves public mobilisation and participation, can be successful unless the non-governmental organisations supplement the governmental efforts.

In view of the large uncovered gap in different parts of the country in the field of illiteracy eradication efforts, the large magnitude of the problem of illiteracy, severe limitations in achieving desired results from governmental agencies alone in securing the goal of Universalisation of Elementary Education (UEE), the need for more intensive involvement of voluntary organisations/ NGOs in EFA is imperative. Since voluntary organisations/ NGOs function on their own initiatives, have flexibility of structure and operation, possess rapport with community, expertise in the field of work concerned, capacity and capability to mobilise the resources – both human and financial, and are imbued with the spirit of service and dedication, involvement of voluntary organisations/ NGOs in EFA is most likely to yield the desired results. It is envisaged that every voluntary organisation/ NGO has something unique to contribute in the area of alternative schooling. To sustain their contribution, a number of programmes and schemes of assistance to voluntary organisations/ NGOs have been launched by the Government of India, keeping the foregoing factors in view.

The Government has been seeking the extensive support of voluntary organisations/ NGOs in the formal and non-formal sectors of education. In the non-formal sector of education, whether it be for the children in the age-group of 6-14 years or for adults in the 15-35 years age-group, the voluntary organisations/ NGOs have come forward on a large scale to take up projects for eradication of illiteracy and Non-Formal Education (NFE) programmes for the out-of-school of children and adults.

The NPE, 1986 and its POA 1992, envisages a large systematic programme of Non Formal Education (NFE) and forges an alliance of teachers, NGOs, VAs and communities to further the cause of elementary education. In pursuance of these policies, the Department of Elementary Education and Literacy of the MHRD of Government of India administers several schemes under which 100 per cent financial assistance is provided to NGOs/ voluntary organisations for establishing Non-Formal Education Centres in general and for

Innovation and Experimental Projects in the area of alternative schooling in particular.

NFE centres are based on micro-planning exercise carried out for UEE. The community is expected to set up and supervise the centre concerned, and to identify the instructors who are trained by resource persons from SCERTs, DIETs and DRUs. Efforts are also made to link non-formal courses with formal schools.

Ever since its launch, NFE programme has already travelled a long way. But it has its own strengths and weaknesses. In accordance with the NPE, 1986 and POA as revised in 1992, the Eighth Plan envisaged to develop NFE as complementary to the formal system of education and stressed the necessity of making investments for quality improvement in the NFE programme. Accordingly, modifications were incorporated in the existing NFE programme with regard to the selection of instructors and increase in their remuneration, greater investment for TLMs assuring quality education, strengthening of the administrative and technical support system, increase in the expenditure on NFE centres and their resource mobilisation, i.e., funds etc. However, several evaluations and assessments made by the State Government institutions and most notably by the Planning Commission have indicated that the implementation of the scheme has not been satisfactory. It is then inferred that the NFE scheme could not ensure quality primary education for the out-of-school children *vis-à-vis* the objectives and measures outlined in the NPE, 1986 and POA, 1992.

1.1.2 The Revised NFE Scheme

The NFE scheme has recently been revised as Education Guarantee Scheme and Alternative Innovative Education (EGS& AIE). It evolved out of concerns for the poor implementation of the scheme and with a view to incorporating in it the measures identified in the NPE, 1986 and revised POA, 1992. The EGS & AIE in turn is now being made a component of SSA and brought under its ambit by the end of Ninth Five Year Plan. To make the study

comprehensive the significant features of EGS & AIE have been dealt with briefly as follows.

The primary focus of EGS & AIE scheme is to ensure participation of all out of school children including those living in remote and underserved areas and other special categories like working children, migrating children, street children, adolescent girls, etc. who are out of school. There will be a considerable stress on introduction of child centres, multilevel teaching strategies through intensive teacher training, development of appropriate TLMs and pupil evaluation practices and regular academic support to Education Volunteers.

To maintain the quality of education, minimum infrastructure, equipment, reasonable honorarium of the Education Volunteers, proper investment in their professional preparation and regular academic support will be provided. The EGS & AIE would not be substituted for a dysfunctional school but provide flexible strategies for specific groups of children. For children in the age group of 6-8 years, the thrust almost in all states is on ensuring their enrolment in regular schools. If necessary, a motivational school for mainstreaming or bridging course summer camp could be provided under EGS & AIE so as to ensure all eligible children in a habitation actually enrol in the regular schools. For elder children (9-11 years age) the effort should be towards mainstreaming through appropriate interventions like bridge courses, residential camps, etc. Thus, the goal of the scheme is ensuring enrolment and retention of children in formal schools as far as possible.

Since EGS & AIE is implemented as an integral part of the UEE, under the Sarva Shiksha Abhiyan (SSA), the structures and personnel for EGS & AIE would therefore necessarily have to converge with or be a part of the elementary education structures at all levels.

Sarva Shiksha Abhiyan (SSA)

The genesis of SSA lies in the national resolve as expressed in the Constitution as well as in the NPE. The SSA is based on the premise that the states will have to take the leadership role in pursuing universal elementary education. This would call for a shift to a demand driven approach from a total supply side role for Interventions. The starting point of SSA will be an assessment by the state itself of the objective conditions in the state for implementing a community owned initiative for UEE.

Sarva Shiksha Abhiyan is to provide useful and relevant elementary education of satisfactory quality for all by 2010 bridging all social and gender gaps with the active participation of the community in the affairs of the school. The important goals of SSA are as follows

- All children in school, Education Guarantee Centre, Alternate School, 'Back to School' camp by 2003.
- All children complete five year of schooling by 2007.
- All children complete eight years of schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010
- Universal retention by 2010

1.1.3 Experimental and Innovative Projects: An Overview

Education innovation refers to an idea or practice new to a specific educational context that meets unsatisfied needs. It is the introduction or promotion of new ideas and methods that are devised in education and/ or school practices which have a substantial effect on changing the existing patterns of behaviour of a group or groups involved. Innovative strategies imply the development of new ideas, which are disseminated and utilised; they usually emerge in response to particular problems.

By experimentation and innovation we mean the introduction of a new or novel element, which differs from existing structures and/ or procedures and is oriented towards the values of the society. Its specific objective is relevant to the

needs of the community and related to national development, it has potential for diffusion on a large scale and is renewable from time to time in accordance with the appropriate feedback and the context for adoption and adaptation. The innovative process should involve a scientific approach before being either accepted or discarded, during the experimental stage, and innovation should permit flexibility on the basis of monitoring and evaluation. It should be both cost and time effective, communicable and able to be implemented in similar other situations. The experiments and innovations should be replicable³.

The scheme for assistance for experimental and innovative programme at the elementary stage, including non-formal education (1990), aims at encouraging "experimentation and innovation for the achievement of goals spelt out in the NFE for UEE". Thus, the agencies implementing the programme would be encouraged to evolve the most suitable model depending upon the requirements of the target group. Again, the specific objectives of the scheme include identification of the agencies which can take up experimental and innovative programmes in furtherance of the goals set out in NPE/POA, 1992, provision of financial and administrative support to selected agencies, review of selected agencies, review and evaluation of their work, dissemination of findings in respect of methods, processes, and outcomes of programmes of the experimentation and innovation.

The activities to be financially supported, should be based on the experimentation/ innovation in the areas of field projects, development of learning materials, learning aids, technical resource development, training of personnel, organisation of meetings, conferences, seminars and workshops to promote innovation and experimentation, management of activities, evaluation of activities and dissemination of Information about innovation. A major condition of the

³ Working definition arrived at the 13th Regional Consultation meeting on the Asia Pacific Programme of educational innovation for Development held at Jomtien, Thailand in June, 1992 was adopted by the Grant-in-Aid Committee for experimental and innovative programmes in its meeting held on 23.7.1999

scheme for the support provided by the Government of India under it, is "to review and evaluate the work of the agencies taking up experimental and/ or innovative programmes".

The Department of Elementary Education of NCERT also conducts research studies in the area of evaluation of projects in the aforesaid area of the discipline. The department also evaluates various innovative and experimental features of various project activities implemented by a number of voluntary organisations/ NGOs located across the country for meeting the educational needs of the out-of-school children. The present study has been conducted to evaluate the innovative and experimental projects of six selected NGOs working in different regions of India.

1.2 Review of Some Related Studies

'P.N. Dave (1981): Out-of-School Education in South Asia' addresses a wide spectrum of problems faced in delivering education through NFE mode. This study based on the data from South Asian region gives baseline information about some problematic aspects of NFE and also provides the practical innovative strategies to tackle them.

The study *'Pant et al. (1994): Experimental and Innovative Projects: Initiative in Elementary Education'* evaluates some projects supported by the Ministry of Human Resource Development (GOI). It describes the main features of the projects highlighting their objectives and approaches for NFE. An assessment of the potential for replication of the approaches and activities of the NGOs with regard to the implementation of the concerned NFE projects is also done.

J.P. Naik Education Development Centre (1996) completed a study entitled *'Alternative Strategies for Education for All (ASRTA)'*. This study summarises the findings of twenty-six case studies done by the centre in 1995 under the ASTRA Project. This document contains several innovative

techniques experimented by the NGOs in providing elementary education through NFE mode.

The study by the Programme Evaluation Organisation of the Planning Commission, GOI (1998) entitled '*An Evaluation Study on Impact by Non-Formal Education*' evaluates the performance, methods of implementation and impact of the NFE Scheme. Sample of the study consisted of 108 NFE centres and 1950 households spread over 18 districts in 6 states of India. It throws light on various important aspects of the NFE centres and listed the causes for the failure of the scheme, such as inadequate financial resources and untimely release of funds sanctioned which affected the performance of the centres, inadequate availability of TLMs and lack of supervision and monitoring. An important finding by this study is that the NFE system has not made any significant contribution to the realisation of the goal of UEE, and a very small fraction of the out-of-school children could benefit by the scheme.

A study '*NCERT (2000): Mainstreaming of Out-of-School Children: M.V. Foundation Experience*' under which an in-depth case study of the M.V. Foundation is done with the prime objective of documenting the significant and innovative aspects of the programmes suitable for the purpose of their wider dissemination through the forum of the National Documentation Unit in the Department of Elementary Education (NCERT) to different voluntary agencies/ NGOs working in the area of NFE. This document provides a community-based approach for bottom-up planning along with the active involvement of community in various crucial aspects of the NFE programme. Induction of short term/ long term bridge courses and summer camps in schools devised by the organisation itself, and acquainting the children with school life are other innovative strategies employed by the foundation under the case study.

Another study '*Anand (2001): Evaluation of NGO Projects Under MHRD Scheme of Innovative and Experimental Programmes in Elementary Education*' is a research-based assessment of 35 innovative projects implemented by 35

individual NGOs in eleven states of India. It includes two case-studies also. The assessment of criteria therein include success in enrolment, retention and mainstreaming of learners, innovative curriculum and related TLMs, instructors' performance, learning achievement, community participation, and mainstreaming of innovations also. In this study, the overall assessment reveals a 'mixed bag of success stories and near failures' in terms of the stated objectives of each project as well as assumption underline the MHRD scheme of grants-in-aid to NGOs for undertaking experimentation at the elementary education level.

1.3 Rationale of the Study

In the late Seventies the Department of Elementary Education and Literacy of the MHRD launched a scheme of assistance for experimental and innovative programmes for providing UEE through non-formal education (NFE). Under this scheme, hundred per cent grants-in-aid is provided to voluntary agencies/ NGOs for carrying out the required programmes. It has been in operation for more than decades now. Ever since the launch of the Scheme, a large number of voluntary agencies/ NGOs have been involved in implementing some experimental and innovative approaches/ strategies in providing non-formal education to some targeted groups of children. These agencies also impart training to educational instructors and other functionaries, prepare TLMs, and develop new techniques for educational transactional *vis-à-vis* EGS&AIE.

As an evaluation exercise, Anand (2001) was completed by NCERT as a research study entitled '*Evaluation of NGO Projects under MHRD Scheme of Innovative and Experimental Programmes in Elementary Education*'. This study was funded by the MHRD. Under it, 35 projects implemented by individual voluntary agencies/ NGOs, but entirely funded by MHRD, were studied in order to obtain a research-based assessment of the innovative projects. In terms of the nature and pattern of the innovative approaches/ strategies, activities, etc.

The findings and conclusions of the aforesaid study were further examined by NCERT which took decision to conduct an in-depth study of six successful

stories (i.e., NGOs), selecting *four* from the earlier sample of 35 NGOs and *two* new once from outside that sample, by means of the 'case-study' approach so as to acquire each and every useful innovative factor utilised by the voluntary agencies/ NGOs for the purpose targeted.

1.4 Identification of the NGOs

Six NGOs have been selected for the purpose of the study keeping in mind that they were involved in the following activities:

- (i) Working in the area of NFE/ alternative and innovative programmes.
- (ii) Working in rural, tribal and/ or hilly areas.
- (iii) Mainstreaming of learners, i.e., for their enrolment, retention and achievement through alternative and innovative approach.
- (iv) Innovative curriculum and TLMs.
- (v) Innovative components in terms of vocational skills.
- (vi) Innovative programmes related to empowerment of girls, women and working children.
- (vii) Innovation in approach adopted for community involvement and participation in overall project activities.

Case Study

A case-study is done by gathering and organisation of *all relevant materials* to enable analysis and explication of individual units, as of a person, family or organisation. It provides a detailed panorama of the entity concerned unfolding its every aspect of functioning

The names of six NGOs chosen for the case studies are listed herein as follows:

1. Vikramshila Education Resource Society,
Kolkata (West Bengal)
2. Agramee
Kashipur (Orissa)
3. Bhagavatulla Charitable Trust (BCT),
Vishakhapatnam (Andhra Pradesh)
4. Deccan Development Society (DDS),
Hyderabad (Andhra Pradesh)
5. Aapanach,
Pune (Maharashtra)
6. Konyak Women and Child Welfare Society (KWCWS),
Mon (Nagaland)

The NGOs named at serial numbers 1 to 4 were also studied in the earlier research study, Anand (2001) carried out by NCERT.

1.5 Objectives of the Study

Following are the main objectives of the study:

- (i) To identify the approach followed by the voluntary agencies/ NGOs to achieve the goal of UEE in the context of *Education for All (EFA)*.
- (ii) To study in detail about the inputs such as Innovative strategies, TLMs, methods adopted transacting lessons to the children, and monitoring and supervision of the programmes, etc. provided by the NGOs to achieve UEE.
- (iii) To find out the mechanism adopted for community involvement as support system for enrichment of the programme activities.
- (iv) To determine the innovative features and good practices adopted by the NGOs for their replication and extension in future.

- (v) To identify the programme evolved for the required training of various functionaries for the programme implementation.
- (vi) To know the mechanism followed in monitoring, supervision and pupil evaluation.
- (vii) To assess the impact of the programme in terms of its efficacy and replicability.
- (viii) To know the documentation-arrangement of the innovative and good practices for dissemination of the knowledge.

1.6 Innovative Components/ Practices

With the expansion of basic education facilities, particularly through non-formal education (NFE) programmes, more and more people are now receiving basic education. Non-Formal Education programme has proved its potential to ensure basic learning needs of the target groups of people along with significantly contributing towards continuous improvement of the social and economic conditions of them. It is, however, important to note that many NFE programmes are not specifically designed to focus upon the issue of income-generation in order to improve the quality of life of those target groups.

Together with the achievement of the literacy skills, the NFE recipients require support for addition earning or enhancement of capacity to raise their level of living. In other words, there is an urgent need to reorient NFE scheme towards poverty alleviation through income-generation. In some cases, it has been found that innovative interventions are initiated to link NFE programmes with poverty alleviation projects. But most of such cases are sporadic and have not been mainstreamed to the national plans/ programmes nor have been consistently pursued to formulate any generalised model. As such, NFE programmes need to play an effective role towards poverty alleviation.

Thus, innovative components should be included to establish a relationship between academic inputs and vocational skill training so as to make children more self-reliant, giving emphasis to providing training in skills that are relevant to the community, such as carpentry, pottery, masonry, tailoring, household electric wiring, fitting, plumbing, repairing household electronic gadgets, etc. Such type of innovative training would attract the children to the NFE centre and help in minimising the dropout rate, and which in turn, help in achieving gainful knowledge for fruitful development of those children. The skills are to be integrated with the curriculum concerned so that the children can learn as well as earn by doing some gainful work.

1.6.1 Curriculum and TLMs

It is of paramount importance that for a given innovative project at the elementary stage of education, appropriate innovative curriculum and related teaching-learning materials are developed with a view to meet the educational needs of diverse groups of pupils, viz., dropouts, non-starters, working children, dalits, tribals, girls and slum dwellers, etc. An assumption for being an innovative curriculum is that is found useful in the innovative/ experimental programmes of project centres and it can be readily adapted on a large scale in the educational system as a whole. Curriculum suited to the social circumstances of the children and the development of the same is preparing teaching-learning materials is very crucial and important in educational programmes of a good quality. Making NFE curriculum and TLMs comparable in quality to the formal system is an essential feature of NFE programme.

The curriculum can be best developed by identifying locally specific contents and real life situations relevant to the needs of diverse groups and then trying out the same in the field for rational evaluation, resulting in an instructional package. It has to be kept in mind that the curricular goals of non-formal education are determined in reference to the cognitive abilities of children according to their age. As it is well known, each child progresses through several stages of development and it thus able to achieve the definable levels of

learning. Any innovative curriculum, therefore, has necessarily to conform to the pattern of cognitive abilities of the concerned groups of children. The contents and teaching-learning strategies, in terms of quality, have got to be made comparable with those of the formal system. It is the relevant TLMs coupled with the appropriate learner centred procedures and processes and also relevant transactional strategies that become conducive to the desired learning.

1.6.2 Transactional Approaches/ Strategies

In the current educational scenario, considerable change could be noticed in every aspects of it. One of the important changes that have taken place is the shift in pedagogical aspect. There is distinct move from traditional mode of teaching to participatory mode. It envisages activity and teaching in child-centred environment, enabling child's involvement and participation during teaching-learning process in classroom. This approach is directly related to child's learning.

Through this study an effort has been made to understand the innovativeness adopted by the teachers in teaching-learning process. In other words, if at all, there is any innovative component as far as teaching-learning methodology concerned. Herein, an attempt is made to find out as to what extent the aspects such as organisation of activities, use of materials other than textbooks and use of local contexts are integrated during teaching-learning process by the teachers/ instructors. Other aspects like availability of space for the learner to articulate himself/ herself, closing communication gap between the teacher and the learner are also being taken into account as integral components under this criterion.

The changing trend in pedagogy in the classroom has changed the way the teacher relates to learners. More warm, friendly, and open attitude on the part of the teacher towards learners is seen now-a-days. The distance between the teacher and the learners is shrinking with the teacher increasingly reaching out to the learners.

Textbooks always play a critical role in the nature of classroom transaction and for this reason a change in textbooks has been an important part of changing the teaching-learning process. Keeping in view, the quality of education, textbooks have undergone a vast change and each NGO, which has been selected is using its own textbooks wherein they have integrated their curriculum according to their own needs and consideration.

1.6.3 Training of Educational Functionaries

Training of non-formal education teachers is substantially different from that of teachers in the formal education system. Generally, instructors/ teachers recruited in NFE are less qualified. NFE scheme envisages intensive and rigorous training of fifty days in the span of two years, thirty days in first year and twenty days in the second year.

The project managers are supposed to organise training programmes for capacity building at different levels. Studies, reports and other documents have been reviewed to find out training modalities adopted by various voluntary agencies/ NGOs. Some studies reveal that while many NGOs implementing innovative and experimental projects have evolved effective training mechanism, others were found to be ineffective in equipping the institutions and other functionaries for effectively performing their roles even for routine type of responsibilities.

Teaching in multi-level classroom and heterogeneous groups happens to be one of the major issues in non-formal or alternative system. To handle this kind of situation, development of teacher competencies in terms of process-based and content-based training is assumed to be one of the significant responsibilities of the project managers.

In the present study and effort has been made to identify the innovativeness in the approach of imparting training, its content and methodology.

1.6.4 Community Participation/ Involvement

Aim of education is for the person to optimise/ maximise his/ her individual creativity and capacity, but in the context of the community. Educational should create in individuals the capacity to understand the essential meaning of being human-beings, to acknowledge the interdependence among individuals and therefore to accept mutual responsibilities.

It is the community, which benefits from education, and therefore must take responsibility to provide it. The fact that this basic understanding is not thoroughly instilled in people, reveals an essential flaw in our education. In fact there is no direct connection between 'school' and 'community'. The link between education and daily living goes unconsidered. Therefore, there should be definite involvement of the community along with the voluntary organisations, Panchayati Raj Institutions, local level social and cultural organisations and individuals in the provision of education. This is crucial to the success of the NFE programme.

The NGOs that are considered for this study have utilised the services of the community and the programme is gaining acceptance by the community to the extent that the government is gradually transferring implementation of the programme to local level institutions. The scheme of grants-in-aid envisages involving the local community and the parent of children in implementation of the UEE programme, ensuring that educational facilities are provided to their satisfaction. The underlying assumption is that education must have local support and community ownership in order to meet the educational needs of the children from the community. The scheme underlines the importance for the Village Education Committees (VECs) to undertake maintenance and upkeep of buildings and other structures. The VECs are responsible for the selection of instructors who will be appointed from within the community. The VECs along

with the parents and other members of the community are given charge to continuously implement and monitor the programme.

Thus, the NFE centres become the hub and not only of community activities but also have a new community spirit – that of self-management and self-determination. In addition to education of all kinds, partnership can be established with other agencies for socio-economic aspects of community governance and development.

An attempt is made to study the significant activities under the projects implemented by the NGOs, using innovative components, and to assess their replication to other parts of the country/ in general.

1.6.5 Monitoring and Evaluation

The approach towards monitoring and evaluation of educational transaction is different in most of the NGOs. In some of them, there is monitoring and evaluation devoid of the grades for achievement level, whereas in some others, monitoring and evaluation leads to upgrading of the children to the next class. Even the organising styles of monitoring and evaluation are found innovative in the sampled NGOs.

1.6.6 Mainstreaming of Learners

There is definitely an increase in enrolment according to the report of the previous study (Anand, 2001), but the retention-rate and success in mainstreaming have been very low. Mainstreaming of children to formal schools needs a fresh and perspective approach. Encouraging the dropouts and leftouts for achieving education by relating education with life and simultaneously providing working skills, wherever possible, may increase the retention-rate as well as bring in success in mainstreaming.

1.6.7 Empowerment of Girls, Women and Working Children

In Indian social environment, the girl child is not educated, because she is considered to be of a secondary status as compared to boy child, resulting in very low female literacy rates *vis-à-vis* male literacy rates. Therefore, this study tries to find out the innovative methods for attracting the female folk to come and study at the NFE centres and also the nature of skills provided to lead sustainable and empowered life by them. The difficulties faced by a girl child to achieve education and their mitigation by the innovative ways of the NGOs are also sought to be recorded.

Working children need a different approach as during the working hours they seldom come to school. Identifying the special needs of the working children, how these needs are met by the NGOs concerned, are other aspects of this study.

References

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2. **Dakar Framework of Action (2000):** *World Education Forum, Dakar, Senegal, April 2000*
3. **MHRD, 1999:** *Scheme for Assistance for Experimental and Innovative Programmes for the Education at the Elementary Stage including Non-Formal Education (Revised – January, 1987)*

Chapter II

DESIGN OF THE STUDY

2.1 Methodology Adopted

The study was conducted in three phases as follows:

During phase I, preparation of project profiles in respect of each project based on the secondary data was done. A comparative table of six NGOs detailing their area of expertise and the innovative processes adopted was also developed. This involved developing project profiles and information regarding the NGOs on each of the ongoing experimental/ innovative projects in respect of (i) project file (ii) target group (iii) area of operation (iv) experimental/ innovative features (v) teaching-learning materials and training of functionaries, and (vi) efforts for mainstreaming of learners.

In phase II, field visits to each project site were made for gathering first-hand information through administering the interview schedules and by making personal observations as well as by discussion with NGO Officials, instructors and community people.

In phase III, the organisation of the data and information collected and observations made during the field visits was carried out.

These data were then analysed to have the required comprehensive profiles of the NGOs on each innovative project. Thus, all the six NGOs were studied in respect of innovativeness and the experimental/ programmes executed in the area of elementary education.

2.2 Tools Used

The following tools or instruments were administered in various situations required by the objectives of the study:

- (i) Questionnaire Scheduled for Senior Key Persons/ Project Officers/ Managers of the Agency;
- (ii) Questionnaire Schedule for Instructors;
- (iii) Observation Sheet;
- (iv) Questionnaire Schedule for the Communities/ Social Workers and Parents;
- (v) Questionnaire Schedule for the Beneficiaries;

All the tools used in the study were aimed at a thorough investigation into the working of the individual NGOs for implementation of the innovative and experimental projects under NFE for out-of-school children. An effort was made to find out the effectiveness of the innovations and experimentations undertaken in the area of elementary education in general. The tools covered all the aspects of implementation of project related activities, such as quality of instructors, teaching-learning materials, and training of various educational functionaries, monitoring and supervision, community participation, etc. The tools also tried to seek some key aspects of replicability of the important features of working of the respective NGOs on a wider scale.

2.3 Collection of Data

To realise the objectives of the study both primary as well as secondary data were collected. The primary data were collected with the help of some structured tools/ instruments. The secondary data were obtained from the government records on the concerned NGOs and various NCERT's research studies.

The afore-mentioned tools/ instruments were administered to a representative sample of NGO officials/ managers, instructors and learners, the break up of which is given below:

- (i) One of the officials/ managers of the NGO Project Centres selected for the study.
- (ii) Two instructors from each NGO Project Centre chosen randomly from the centres run by the respective NGOs
- (iii) Some learners chosen randomly from two project centres of each of the concerned NGOs.
- (iv) Two of the parents/community people/ social workers randomly selected at the field situation.

Table 2.1 shows the description of the respondents interviewed.

Table 2.1: Description of the Respondents

S.No.	Particulars	Number of NGO/ Centres	Numbers of Respondents
(1)	(2)	(3)	(4)
1.	Total Number of NGOs	6	6
2.	Number of Centres from each NGO	2	12
3.	Number of Beneficiaries from each Centre	3	36
4	Number of Parents/ Community Members/ Social Workers from each Centres	2	24
5.	Total Sample Size	-	72

2.4 Analysis of Data and Findings

Analysis of the items contained in the Tools are divided into two groups. In one group items which aim at gathering information in terms of the number of centres, number of learners enrolled, retained and mainstreamed, etc. are included (see Table 2.2). In the other group of items, the information pertain to certain specific aspects such as TLMS, evaluation of learners, mainstreaming of

learners, community participation, type of training/ orientation of instructors, etc. (see Table 2.3). Since such items are descriptive in nature, responses of these are analysed content-wise. Both quantitative and qualitative data are analysed so as to obtain comprehensive assessment of innovative and/ or experimental projects undertaken by the NGOs.

Innovative practices which are responsible for increasing the rate of enrolment, retention and achievement that ultimately led the children into the formal system of education have also been analysed.

The Innovative project being implemented by the NGOs towards meeting the NFE goals for quality UEE were accessed on the basis of a set of criteria grouped broadly as the following:

- Enrolment, retention and mainstreaming of learners
- Innovative curriculum and related TLMs
- Instructor's qualification and training
- Community participation; and
- Mainstreaming of learners

2.4.1 Enrolment, Retention and Mainstreaming of Learners

The data collected was organised to find out the number of children enrolled, retained and mainstreamed into the formal schooling system. For example, Vikramshila runs its centres up to Standard IV (Primary Level). After Standard IV, learners get entry into formal school to pursue their studies further. Table 2.4 shows all these features above the NGOs studied.

Table 2.2: Particulars of the Learners in the Sampled Centres

S.No	Name of the NGO	Number of centres run by the NGO	Number of learners enrolled in				Number of learners retained in				Number of learners mainstreamed				Number of learners joining vocational courses			
			1999-2000	2000-01	2001-02	1999-2000	2000-01	2001-02	1999-2000	2000-01	2001-02	1999-2000	2000-01	2001-02	1999-2000	2000-01	2001-02	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)				
1.	Vikramshila	10	1502	1485	-	-	-	-	268 (17.8)	130 (8.7)	-	-	-	-	-	-		
2.	Aragamee	35	-	2637	2603	-	324	452	-	222	110	-	55	30				
3.	Bhagavatulla (BCT)	-	4158	3609	4855	-	-	-	- (34)	- (56)	- (46)	-	-	-	-	-		
4.	Deccan Development Society (DDS)	-	149	137	124	111	103	93	9	11	10	-	-	-	-	-		
5.	Aapanach	3	10	40	36	8	36	36	-	-	-	-	-	-	-	-		
6.	Konyak (KWCWS)	1	80	95	227	80	95	-	20	19	-	-	-	-	-	-		

Figures in parentheses are percentages to the total.

Table 2.3: Particulars Showing Innovative Strategies for NFE by the NGOs

S No	Name of the NGO	Curriculum and TLMs	Pupil Evaluation	Functionary Training	Community Participation	Mainstreaming
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Vikramshila Education Resource Soeity (NERS)	Formal school curriculum, self-developed teaching-learning material	Formal test at the completion of standard IV at the centre	VECs conduct teacher training programmes	Intensive support for financial and non-financial	Enrolment in the formal school through non-formal education programme
2	Agragamee	Formal school curriculum, TLMs prepared by DRU, Agragamee	Weekly and monthly assessment by the instructor at the centre	Induction training of 45 days	Resource support in terms of space, location and selection of instructors	Imparting literacy up to the level of standard III of Elementary Education for tribal children
3	Bhagavatulla Charitable Trust (BCT)	Curriculum at primary level adapted as developed by Rishy Valley, formal school curriculum at upper primary level	Internal test conducted monthly, half yearly and annually	Vocational skill training for all the teachers/ instructors	VECs run open schooling programme; BCT provides technical support (TLMs) to instructors	Complementary to formal system of strengthening the goal of UEE
4	Deccan Development Society (DDS)	Condensed form of curriculum (ten years curriculum condensed into five years)	Promotion test after every six months	Induction training for teachers/ instructors	Involved in the school management committee	Alternative education up to matric level for dropouts
5.	Aapanach	Need/ competency based curriculum, learners specific TLMs	Through hands-on activities, assessment undertaken by education volunteers	Education volunteers solve their problems through discussion and sharing of experiences	Financial and non-financial resource mobilisation	Literacy and numeracy skill for street and working children in urban slums
6	Konyak Women and Child Welfare Society (KWCWS)	Self-developed curriculum at primary level, formal school curriculum at upper primary level	Monthly test conducted by the teacher/ instructor	Two weeks need-based training per years for teachers/ instructors	Voluntary service by the teachers at the centres	NFE programme up to level of standard VII for the children

**Tabel 2.4: Enrolment, Retention and Mainstreaming of Learners
during the Period 2000-2001**

S No	Name of the NGO	Total number of learners enrolled	Total number of learners retained	Total number of learners mainstreamed	
				Formal School	Vocational Courses
(1)	(2)	(3)	(4)	(5)	(6)
1	Vikramshila Education Resource Society (VERS)	1485	NA	130 (8.8)	Agency functions as a feeder organization to the formal school. Hence, vocational skill training not proved to the children
2	Agragamee	2637	2360	222 (8.4)	55
3	Bhagavatula Chantable Trust (BCT)	4585	3609	2146 (46.8)	NA
4	Deccan Development Society (DDS)	124	103	11 (8.9)	Children practicing agriculture in the local methods learnt at the centre and also other skills like carpentry are put into practice
5	Apanach	40	36	NA	Children are already engaged in income generating activities in unorganised economic sector
6	Konyak Women and Child Welfare Society(KWCWS)	80	80	7 (8.8)	Skill training in local resources based crafts

Figures in parentheses are percentages to the total

The table reveals that during the last year, out of the six NGOs, except Bhagavatula Charitable Trust, only meagre 8% children were enrolled in the formal schools whereas in BCT more than 46% children enrolled.

As far as mainstreaming by Apanach is concerned, it is somewhat different than others. Presently the agency is working through three centres located at three specific locations, i.e., place of car parking, near slums and adjacent to residential flats. Number of children (out-of-school/ street & working children) available in the above mentioned locations are approached by the volunteers of Apanach. Whenever these children find time from their daily engagements they come and join in the centres, hence their attendance in the centre is not always static in all the three centres. The main aim of this organization is to impart basic education so that these children can attend to their routine activities at their work places effectively. As such mainstreaming might not be a viable proposition for the working children. Basically, the agency aims at providing basic education which consists of reading, writing and numeracy to a

certain level. Effort is also being made to equip the targeted children with life skills such as **critical and creative thinking, decision making, coping with emotions and stress, problem solving, effective communication and interpersonal relationship**. In fact, the aim of the NGOs is to bring behavioural and attitudinal changes among these children so that they can lead a good quality normal life. It also appears from the data that bringing back to the mainstream of education might not have been attempted by the project functionaries.

In case of Agragamme the data reveal that during 1999-2000, 55 children were involved in some vocational courses, while 222 children have been mainstreamed. The information given by the other three NGOs, namely BCT, DDS and Konyak Women and Child Welfare Society, around 8% children enrolled got mainstreamed.

Interview and Interaction with different project personnel in the six NGOs shows that much attention has not been given with regard to enrolling the learners in the mainstream formal system of education. Investigators observed that there was a gap between the proposed target and efforts undertaken in this regard. **The investigators are of the opinion that since all the innovative projects were launched in the context of UEE, increase in enrolment of the children in the formal schools should be one of the main criteria of judging the success rate of the NGOs.**

2.4.2 Availability of Academic Facilities

The investigators during their visits also found the display of different types of teaching aids in the centres run by the NGOs. In all the centres visited by the investigators, there were maps and charts; children were having textbooks with them. Table 2.5 shows the availability of academic facilities in all the project centres.

Table 2.5: Project Centre Wise Availability of Academic Facilities

S No	Name of the NGO	Type of Facilities					
		Text books	Maps	Charts	Black board	Computers	Any other item(s)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Vikramshila Resource Education Society (VRES)	✓	✓	✓	✓	-	Creative package for teachers Three-dimensional material for teaching mathematics
2	Aragamee	✓	✓	✓	✓	-	Flash Cards, Sports Materials, Science Kits
3	Bhagavatula Chantable Trust (BCT)	✓	✓	✓	✓	-	School bags, Geometry box, Sports materials, Flash Cards
4	Deccan Development Society (DDS)	✓	✓	✓	✓	✓	Flash Cards, Workbooks, Seeds House, Library, and Video library, Television
5	Apnaach	✓	✓	✓	✓	-	Laminated and Durable cards, Puzzle, Jigsaw, Worksheet
6	Konyak Women & Child Welfare Society (KWCWS)	-	✓	✓	✓	-	Globe, Working tools, Handloom, Sport Materials

While interacting with the teachers during field visit by the investigators, the former informed that they are provided with adequate number of teaching aids which had facilitated them to handle classes in an effective way. They can use teaching aids suitable to any particular content area. They also informed that it had motivated the children to a great extent for learning. Children's participation in the teaching learning process has increased significantly. Review of reports and documents reveals that during training programme, training on preparation of teaching aids is also organised.

The reports and documents also mention that in spite of many constraints NGOs are putting a lot of effort into the functioning of their centres by providing maximum inputs. The challenges before the NGOs are many, but giving the best in simple methods is one of the criteria for all the NGOs. The table reveals that in the area of Academic facilities DDS has started providing extra educational inputs like computer education to the students of their centres. DDS is moving with the times by giving knowledge about the latest know-how regarding video, television, radio etc Their emphasis being in making man modern in thinking but

sticking to their roots i.e. practice of agriculture. In case of BCT the provision of school bags and geometry box which belong to the school kit is another aspect of facility being forwarded to the children of lower income groups to enable them to come to school without bothering about the cost of buying school books, bags and geometry boxes. This has facilitated in enhancing the learning environment. However, the table shows that Flash cards come out as the best mode of primary education in almost all the centres as every centre is relying on these as easy tools for easy mode of teaching the children.

The case was somewhat different in Aapanach. The investigators during their visit they found that the centres are run on the streets and also in front of a closed shop. Here they could not find display of any TLMs at the location of centre. However, the organisation has developed various types of TLMs and supporting aids as shown in the table concerned.

During field visits, it was observed by the investigators that sufficient teaching-learning aids are provided to the centres by the NGOs. The teachers in Vikramshila prepared different work cards, charts and picture-reading material during their training programme. Agramee has prepared special Science Kits for teachers and students to develop scientific temper amongst the students. The overall approach, which the investigators found under this activity was that, **need based, locally specific and local environment oriented teaching-learning material have been prepared adequately. This has facilitated joyful learning in the centres.**

2.4.3 Innovative Curriculum and Teaching-Learning Material

Development and use of need based curriculum and teaching learning material has been found to be a common phenomenon in all the six project centres. In non-formal education and alternative and innovative programmes development of learner specific and local specific material is a crucial component. As it can be seen from the table 2.6 that all the six NGOs have

adopted formal curriculum/ self-developed innovative curriculum as per their need and local environment. Related data has been presented in the Table 2.6.

Table 2.6: Project centre wise availability of Innovative Curriculum and related Teaching-Learning Material

S No	Name of the NGO	Availability of Innovative Curriculum		Prepared by		Remarks on TLMs
		Yes	No	Project Centre	Any Other	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Vikramshila Education Resource Society (VERS)	Formal school curriculum	-	✓	Nil	Developed improvised teaching aids called creative package
2	Aragamee	✓	-	✓	Nil	Using TLMs developed by Aragamee and also using Formal school textbooks
3	Bhagavatula Chantable Trust (BCT)	✓	-	✓	Nil	Using TLMs developed by Krishnamurthy Foundation
4	Deccan Development Society (DDS)	Condensed form of format curriculum	-	✓	Nil	Using own developed TLMs, which are revised every 6 months
5	Apanaach	Need/ competency Based	-	✓	Nil	Using self developed TLMs, using Formal school textbooks if necessary
6	Konyak Women and Child Welfare Society (KWCWS)	For I to V, self developed curriculum, for vi to vii formal school curriculum	-	✓	Nil	Using self developed TLMs at primary level. For 6 th & 7 th standard using formal school textbooks

As can be seen in the table that Vikramshila has adopted formal school curriculum, however implemented innovatively. It has prepared various types of educational materials and teaching aids for transacting different curricular contents. 'Creative packages' developed by the NGO contain worksheets, work-cards, theme chart, puppets and cut-outs. Teaching-learning process is full of activities, organised and performed by the teacher as well as the children. This has generated interest among the children towards achieving desired competencies to a great extent. Subsequently parents are also motivated towards the education of their children. Analysis of educational materials revealed that these are specially designed which are learner specific and local environment oriented.

In case of Aapanach, the table shows that competency and need based curriculum is adopted. Identification of needs is followed by development of curriculum, which is dynamic and comprehensive, enabling the children to acquire life skills through the course contents. Need based curriculum supplemented by co-curricular activities, education volunteers are able to meet the educational needs of these children to some extent, like inculcating the habit of cleanliness, speaking confidently, habit of saving, developing self confidence and self esteem. During Interaction with the project in charge, it was observed that as the needs of children are many, project functionaries are always in the process of modifying and adding new competencies in the course content. It was also known that teaching English has also been introduced recently to meet the specific learning needs of some of the boys in the centres. The children expressed their desire to learn English so that they can communicate in English at their respective work places. This approach of the NGO has been able to create interest and motivation among them to come to the centre and learn.

For Bhagvatula Charitable Trust (BCT), the table indicates that they have adopted the teaching-learning material developed by Krishnamurthy Foundation, while Deccan Development Society has condensed ten years school curriculum into five years. It has developed a curriculum in all the subjects taught at the centre

As far as Agragamme is concerned, data reveal that it has adopted self-developed materials as well as adopted formal school textbooks. Hence, it can be assumed that formal school curriculum has been adopted in the project activities. As a support material the agency has prepared 'science-kit' for the teachers and children. Materials developed are related to the living condition and culture of tribal community. Data also reveal that the agency has provided lantern for the night centres. For learning different geometrical figures, origami (Japanese Paper Art) has been introduced.

Konyak Women and Child Welfare Society's school is located in one of the remotest parts of India i.e. in Watching Block in Mon district of Nagaland. KWCWS has developed its own curriculum without support of any other organisation and designed its own syllabus according to the time schedule and tribal needs and necessities. There the timings are unique as the school functions one hour in the morning and one hour in the evening. Therefore the syllabus is so designed which can be completed in the stipulated time period.

It emerged from the project activities and available data that all the six NGOs covered in the study have prepared more or less adequate number of teaching-learning materials besides textbooks. They have adopted need based curriculum and also formal curriculum as per the situation.

2.4.4 Qualifications of Instructors

The data on instructors qualification reveal a non-uniform picture. Their educational qualification varies from below matriculate to post graduate level. The data on qualifications of instructors are presented in table 2.7

Table 2.7 Project centre wise Data on Qualifications of Instructors

S No	NGO	Below Matric	Matric	Plus Two	Graduate	Post Graduate
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Vikramshila Education Resource Society (VERS)		✓	✓	✓	✓
2	Aragamee		✓	✓	✓	✓
3	Bhagavatula Charitable Trust (BCT)		✓	✓	✓	✓
4	Deccan Development Society (DDS)	✓	✓	✓	✓	✓
5	Apnaach		✓	✓	✓	✓
6	Konyak Women and Child Welfare Society (KWCWS)		✓	✓	✓	✓

As it is seen in the table 2.7 except in BCT qualifications of instructors vary from matriculate for graduate level. In DDS the formal qualification of instructors is below matric and up to Postgraduate level. In case of Apanach and Vikramshila instructors are found to be qualified up to Postgraduate level. However, in all the project centres it was reported that all the teachers/instructors were local people.

2.4.5 Induction and In-service training of Instructors

Data on instructors training reveal that in the six cases in general, the instructors are professionally trained. Data regarding instructors training and types of instruction manual used is presented in Table 2.8.

Table 2.8: Induction and In-Service training of Instructors

S No		Type o and Duration		Training Manual Followed		Remarks
		Induction	Recurrent	Self-developed	Adopted	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	VERS	15 days (spaced 7+8 days)	7 days	✓	Nil	7 days onentabon after a gap of 4 month
2	Agragamme	14 days (phased as per need)	Monthly, quarterly meetings to orient teachers for professional efficiency	✓	Nil	7 days need based
3	BCT	45 days –15 day in each spell	Nil	✓	Nil	45 days training is given to all instructors which includes Induction and recurrent
4	DDS	28 days	Nil	Nil	✓	Adopted Janaki Aiyers model (Anand Bharathi School Hyderabad)
5.	Apanaach	Observation of the daily progress of the children followed by remedial teaching after discussing among the project functionaries	Nil	Nil	Nil	As such there is no training programme devised by the agency as per the situation solutions are workout during discussion and sharing of experiences in meetings
6	Konyak Women and Child Welfare Society	7 days training	3 days orientation at every 6 months, based on the interaction of the teacher with the children	✓	Nil	Nil

Training of teachers has been found as the main thrust area in VERS. As it has been reported earlier that Vikramshila works as a resource organisation, particularly undertakes teacher-training programmes for other NGOs. From the data it has been derived that Vikramshila organises induction training of 15 days. As far as recurrent training is concerned normally it is of 7 days after a gap of four months and then again reinforcement programme of 7 days. Need based refreshers courses are organised as an on-going support. Self-developed training manual is used during training programme which is operative, flexible and inquiry oriented in nature

Agramee organises training programme of fourteen days duration. However, there is no fix training schedule or programme for recurrent training. The data reveal that, as and when quarterly or monthly meetings are organised it is treated as 'one days refreshers course'. It is also gathered that coordinators assess the impact of the training imparted, mainly during their centre visits and during monthly teachers' meetings. On the basis of the feedback, relevant changes are made in the training programme to make it more practicable and useful with special emphasis on need based with regard to capacity building of instructors. Self-developed training manual is used during the training programme.

During field visit, teachers of Vikramshila expressed their satisfaction over the need-based orientation they receive under the project activities. They informed that they feel quite confident to handle heterogeneous classroom situation. They further informed that they are given training on preparation of educational materials and teaching aids

In Aapanach, the case is little different. There was no prescribed training manual or programme. Hence, concrete data was not available on this. However, this has been analysed on the basis of documents, observations during field visits and interview with project functionaries and education volunteers.

2.4.6 Community Participation

Community mobilisation and participation has been an important component of Innovation and Experimental projects, envisaged to accelerate the programme implementation process through decentralised approaches.

As per the scheme 'Village Education Committees' (VECs) are required to give undertaking for monitoring and up keep of buildings and other sanative. The scheme also envisages selection of instructors from the community through community acceptance. VEC, along with parents are supposed to supervise and monitor over all activity of the project centre.

The data gathered from the six NGOs, appears to be adequately support the VECs role in running of the centres. The data further reveal that VECs and community members are actively involved in selecting instructors and specify their role. They are willing to provide any kind of financial and non-financial support for smooth functioning of the centres in spite of various constraints. In case of Vikramshila it has been found that community people are involved in decision-making process during the meetings. The members of PRIs are regularly invited on various occasions. Contribution from the community ranging from Rs.5 to 15 per month has enabled development of the project NFE 2000 as a self-sustaining unit.

During centre visit, some of the community people and PRI members informed that, since when the project has been initiated in the village, always there is some activity or the other organised in the centre. The project centre is in fact like a community centre for them where they can share their views and experiences with the teachers, and acquire knowledge on contemporary topics as well.

Regarding Agramme data reveal that community people are quite intensively involved in centre activities. It has been found that prior to inception of the project by the agency, even at planning period, community people were

involved. Several round discussions held with the VEC members and amendments made as per community demand. Agragamme believes in, '**no people no planning**'. Community people have played a significant role in bridging the gap between a teacher and the tribal community.

Agency organises workshop for capacity building of VECs and receives feedback relating to the function and management of the centre. On the basis of discussion with VECs, further course of action is decided for strengthening the functioning of the centres. Precisely, as a representative body of the community, in all the six NGO projects, VECs played a significant role in strengthening programme management and its implementation process.

Community involvement in the project activities of Aapanach is unique in nature. The project itself was initiated through a write up in local newspaper, Sakal. There was a tremendous enthusiasm from all strata of the society, particularly among the like-minded people, which includes educationist, Research scholar, social worker, doctor and others who were concerned for the "growing problems in the education system". Subsequently these people came together and took initiative to solve some of the problems in the field of education. The outcome of this effort was the launching of the project of providing Basic Education to out-of-school children and dropouts (adolescents) in the year 1999.

Aapanach conducts meetings regularly with the people who are interested and can voluntarily contribute (in any form) in the functioning of the project. Since then, many people have volunteered to teach these children through non-formal education system in various locations and in different times suitable to them. To develop entrepreneurship skill among them the volunteers and the project coordinator contact parents through different schools in the city and petty jobs like decorations in birthday parties, arranging stationeries in shops are obtained for these children. Time to time exposure visits are organised to give information on Corporation Offices, LIC, Post Office activities and primary health centres.

Besides these, resource support for medical check up and medical aid are provided by concerned people from the society. Data reveals that there is significant contribution from the community in the form of funds, stationary and actual participation during workshops.

While in DDS and BCT, communities role can be seen in all the activities of the agencies. At DDS, The Mothers Committee consisting of women folk of the community manages the school and undertake decisions in the running and management of the school. DDS encourages women to share an equal platform for social reforms through their wider participation in the project activities. At BCT, the Village Education Societies play a vital role in maintenance and managing the society's schools in all the areas. Village Education Society comprises of the village community who donate land and other resources for the upkeep of the school and thus making it self sustaining in all activities. Their slogan "Our children Our School" has indeed worked wonder in the community where everyone from the community has a say in the working and functioning of the Society.

In Konyak Women and Child Welfare Society the role of community is limited to the commitment of the voluntary teachers who have taken the responsibility to educate the children on their own. They say "Good education Healthy Community". It is tough to work in the Naga Hills where insurgency can be felt at every other turn. So, involvement of the community is not forthcoming very quickly. The investigators field that It will take time to make them convinced the benefits of education. KWCWS's campaigns had made a significant impact on the close community. Presently the community is coming forward to take initiative in the efforts of KWCWS.

2.4.7 Popular Activities

It was quite interesting to find that in all the six project centres certain activities are popular among the teacher and the taught. Some of them are, number games, activities under theme teaching, story telling, role-play, sketching and drawing with crayon etc. While in Agragamme children told that they like Bal Mela, Children's Panchayat/Parliament, and excursion most Bal Mela is organised once in a year. Children's Panchayat enables children to get practical lessons in their democratic processes. Children and their parents, community members and project functionaries all take part in organising the Mela.

In Vikramshila, games and sports were found to be most liked activities among the children. Community members also take part in the sports activity organised by the project personnel with great enthusiasm. Another activity i.e nurturing of '**Shishu Trees**' is liked by all in the centre. The investigators observed that Mango plants have been planted in centre campus. Each child has adopted one plant and look after their respective plants, they nurture them as their friend and has named them, like Anindita, Prajapati, Maachch Ranga (Kingfisher), Sobuj (green) etc. This activity has developed an emotional bond between the child and his immediate environment. When enquired, they could explain about, 'When to water the plants, when, how and what manure to apply,' and other related information. It was found that various activities organised by the teachers, generated an environment for joyful learning for the children at the centre.

Precisely the investigators observed that in all the centres run by the concern six NGOs, they organise different types of activities enabling children to participate in these activities to the optimum. Some of the common activities are:

Organisation of local festivals, visit to places of interest of the children, celebrating national festival like 15th August, 26th January, 2nd October,

Holy, Dushehra and Deepawali. Activities like games, role-play, competitions such as drawing, quiz and story telling are also organised as an integral part of teaching-learning process in the centres run by these NGOs.

However, precaution has to be taken to find out that activities which are organised do facilitate children in learning. Activities should not be treated as only for recreation or entertainment for the children. Special attention needs to be taken in planning and operationalisation of such activities keeping in view the learning needs of the children.



Care and attention matters

Chapter III

THE CASE STUDIES

VIKRAMSHILA EDUCATION RESOURCE SOCIETY

1. The Agency - Background (Programme and Activities)

During the late eighties, Vikaramshila Education Resource Society (VERS) was mainly involved with schools operating in the urban areas and education for the slum children. During that time the involvement of other NGOs in development sectors of health, sanitation, family welfare, sustainable farming, youth welfare was growing fast in rural west Bengal. These NGOs decided to include primary education in their agenda. They felt that intervention in any social development area must be linked with basic educational developments, to yield results for the targeted groups. So, individually they started running their own schools. Their independent initiatives soon felt the need of pedagogical inputs and guidance, and this was where VERS stepped in. VERS also strongly felt this situation to be ideal to carry out curricular innovations, programmes and activities.

VERS started interacting with each of those NGOs implementing educational programmes in the area. It trained the teachers and started assessing its impact through supervision/ monitoring process. VERS followed this approach with each of the NGOs it interacted within West Bengal. Presently VERS is providing technical/academic support to a number of NGOs working in Assam, Bihar, Uttar Pradesh, Orissa and Rajasthan.

VERS, Calcutta has been running Innovative education project called 'NFE-2000' from the year 1996 in two districts of West Bengal, namely, Burdwan and Midnapur, through ten schools called **Enriched Alternative Schools (EAS)**, in association with three other sister NGOs. Among these, an experimental pre-

primary centre, primary centre up to standard four, a transit home for over age children and Home School for adolescent girls and young mothers, are run by Vikramshila. Vikramshila supports other nine centres based in West Bengal in other districts located in 24-Paragnas. Over the years, the primary centre called 'Lab School' in Bigha, in Burdwan district, has become an example of how a school can be a nucleus of all types of developmental activities in a village

Community people are concerned for each of the activities, which are being performed by VERS in the school from time to time like Shishu Divas, Gandhi Jayanti, Netajee Subash's Birth- Anniversary and other various national festivals.

Activities of VERS

- Training teachers and educational volunteers in 10 states in India
- Designing innovative teaching materials
- Educating street children in association with the Calcutta Police
- Publishing a bi-monthly teachers' magazine
- Publishing children's stories and other documents on education.
- Running a Community Education Programme in village Bigha, District Burdwan
- Conducting Diploma Course in Early Childhood Learning based on the Montessori method
- Managing 'Titli' - a child to child programme Learning based on the Montessori method
- Undertaking pilot projects as part of research and development

Teachers' training is the core activity of VERS, because it believes that teachers are central to reshaping society. Secondary data revealed that during the first ten years, Vikramshila has trained 4953 teachers from 189 Organizations including formal school teachers. Its' intervention has helped these teachers to set up model education centres in their respective areas. **Vikramshila can be labelled as an agency chiefly concerned with educational planning and technology. The emphasis is on building 'professional skills' among the teachers, with focus on development of personality, teaching skills and building trust in the formalities in the system.**

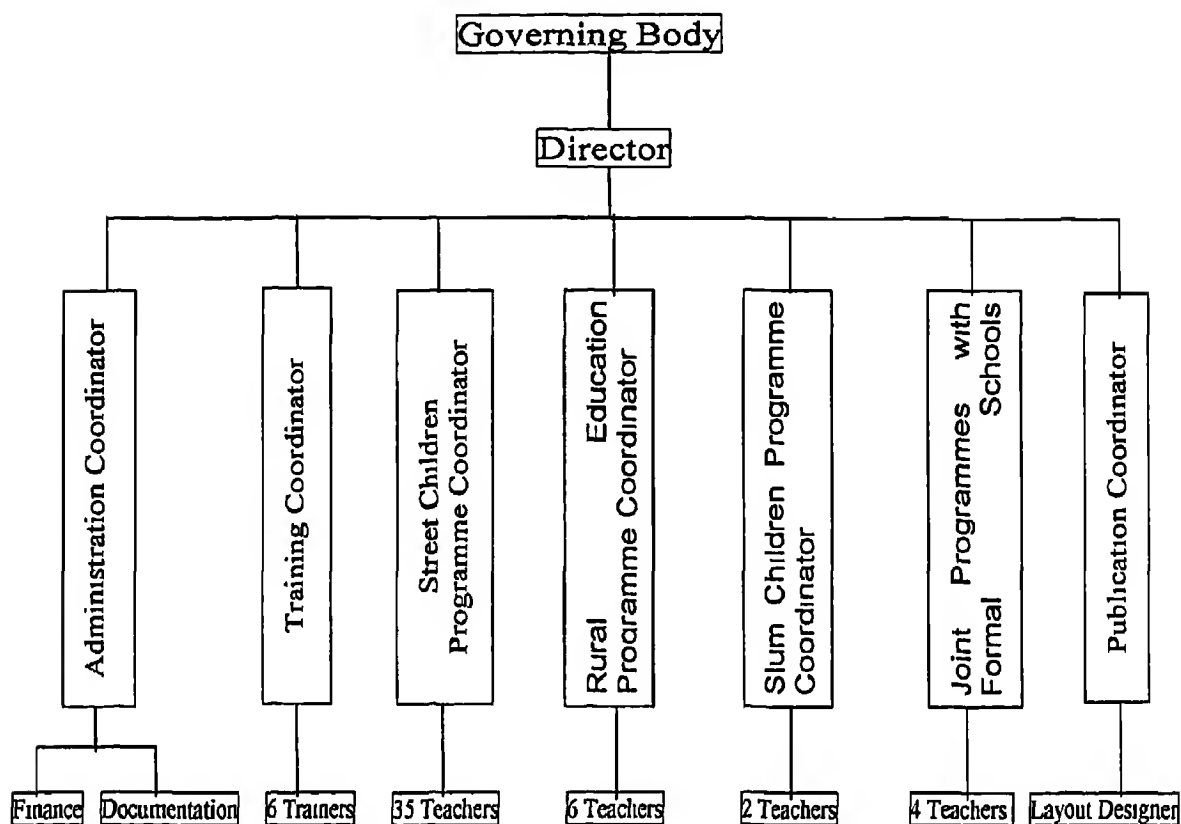
The agency mainly works as supervisory body to implementing agency. Normally a relation between the two remains accentuated by the mechanism of control. But, interestingly, there is no trace of such control here. Still the two bodies are tied up with a common concern here, and this common concern is the cushion that most appropriately observes the dynamics of such a situation.

What does Vikramshila do?

- **Vikramshila's main thrust is teacher training.**
- **Through short - term in - service courses Vikramshila helps NGOs to set up model learning centres for first generation learners.**
- **Vikramshila also runs a few direct action programmes with children to try out new ideas.**

2. Organisational Set-up

Organisational Structure



RELATIONSHIP BETWEEN THE GOVERNING BODY AND THE WORKING GROUP

The Executive Director

The Executive Director is the main link between the Governing Body and the Working Team of Vikramshila. The Governing Body is the main policy making body. It is the duty of the Director to keep the Governing Body informed of all major activities of the Organization.

The Core Group

There is a Core Group in the Organization consisting of three members to take important decisions and to co-ordinate the activities of the different departments, namely, Administration, Publication, Programme for Street Children, Rural Programme, etc to encourage decentralization and participatory style of management. Each programme coordinator is empowered to take day-to-day decisions in his/her field of work. If there is a problem, which might have implications on Organisation, it is, first discussed in the core group. The Director is consulted if necessary to decide on any particular strategy. However, the Director is kept informed of all major decisions that are taken.

Thus in programme related matters, the Governing Body plays an advisory role. But in matters related to Finance, it is the Governing Body, which takes the final decision.

3. Rationale behind the Initiative

Vikramshila started their work after observing an NFE centre where children sat huddled in a dark and dingy room, their faces barely visible to the teacher. These made the founders think: Was this education? Why did we have these double standards: One for poor and one for the rich? Education, which ought to be the bridge, had become a wedge further sharpening the rich – poor. This is what spurred the founders of Vikramshila into action – committed to provide quality education for children of disadvantaged section of the society. Thus, Vikramshila was born with a vision – imparting need based education.

Over the years, the agency has been implementing alternative schooling programmes (Enriched Alternative Schools) for the rural children in different districts of WB, particularly in Burdwan, Midnapur, North and south 24 Parganas. It began its initiative through creating education awareness among the community. For operationalising the vision and to give a concrete shape to it the agency adopted the following approaches

- Creating total learning environment among the community is one of the main thrust areas of the organisation for programme implementation
- Setting up of 10 centers called Enriched Alternative Schools (EAS) as a concrete examples where need based, child centered/ friendly, activity-based teaching learning materials and strategies are being adopted for joyful learning
- Increasing enrolment, retention and achievement for fulfilling the goal of UEE. Data revealed that there is no out - of - school child left in the villages where these ten centres operated.
- Organising parents meetings, mothers workshops, etc for developing A sense of ownership about these schools
- Imparting quality education i.e attainment of MLLs and activities like careful planning. This included regular upgradation of teacher's skill through training and obtain feed back, use of a variety of pedagogical techniques, development and up gradation of TLMs which are need based and functional in nature, i.e , they are self-learning materials for acquiring concepts in language, mathematics and EVS and continuous and comprehensive evaluation of pupil's achievement
- Mainstreaming of children through admission test

4. Target Group

Education of the children aged three to six years of pre - primary stage of learning and that of the children of age-group 6 – 14 years implementation of primary stage of education in the form of standards I to IV who are either dropouts or first generation learners. Together with over aged out-of-school children who are mostly drop outs and engaged in some form of work

The ultimate aim of Vikramshila is to bring the children into mainstream of education. It is worth to keep in record that every year satisfactory number of children get entry into standard-V in a formal school by appearing in a test. The data received by the project team give below revealed that most of the children from EAS have done well.

Quantitative Data 2000 - 2001

Project Name	Village	No of student		Average Attendance		No of students Mainstreamed
		M	F	M	F	
a) Vikramshila	Bhiga	72	78	96%	95%	16
b) Kajla Jan Kalyan Samiti	Sarada	81	75	91%	87%	106
	Dakshin Sarada	71	73	89%	83%	
	Dariyapur	78	61	88%	84%	
c) Swa nirwar	Aandharmink	70	84	89%	87%	88
	Fatulyapur	72	90	88%	91%	
	Chandalati	73	72	89%	92%	
d) Milan Sangha	Joykrishnapur Ghoshpara	88	65	91%	99%	58
	Joykrishnapur Baidyapara	85	65	79%	90%	
	Nandakumarpur Ateshwarpara	72	78	70%	69%	

5. Specific Objectives of the Programme

Vikramshila was born with a vision – quality education for deprived sections of society. With this vision in view Vikramshila initiated its activities through ten experimental centres of the project called **NFE 2000 or Enriched Alternative Schools (EAS)**. Vikramshila owns the **Lab School** and nine other centres, are run by the organisations Kajla Jana Kalyan Samiti, Swanirbhar and Milan Sangha, (three by each) in the districts of Burdwan, Midnapur and North and South 24 parganas. However, Vikramshila's main work place is districts of Burdwan and Midnapur in West Bengal. The main objectives of the programme and activities of the agency are as follows:

- (i) Making educational activities more attractive with enriched inputs like health, nutrition, uniform, art and craft materials and games and recreation.**
- (ii) Creating a type of school, which is formal in structure but non-formal in philosophy and practice.**
- (iii) Creating awareness among the people about the need for education.**
- (iv) Envisaging good and effective teaching having multi-age, multi-aptitude classes wherein at the end of four years the children could be mainstreamed into formal schools and those unable to continue fulltime learning could seek affiliation with the open school.**

Precisely the main objective of the project is to provide quality primary education through NFE presently EGS&AIE philosophy and methodology. It also aimed to devise a cost effective module of a total enriched education system for deprived children. It was assumed by Vikramshila that it might be necessary **"to formalise the NFE and non-formalise the formal system"**. Launching of **Enriched Alternative School (EAS)** was initiated to bring this blending

Ultimately, **Vikramshila emerged as a resource Organization, providing academic and technical inputs in education to people working at the grassroots level.**

6. Profile of Functionaries at various levels - Duties and Responsibilities

Profile of Functionaries

<i>S No</i>	<i>Name</i>	<i>Qualification</i>
1.	Prashanta Mondal, Organiser	M. Com
2	Safikar Ali, Teacher	B A
3	Zulfikar Ali, Teacher	B A
4.	Abdul Zabbar, Teacher	H S.
5	Hifiza Sultana, Teacher	H S.
6.	Gopal Mondal, Teacher	B Sc
7	Rajib Biswas, Teacher	M Com.
8	Rafikul Islam, Teacher	B A.
9	A K M Fazlul Haque, Teacher	B A
10	Alpana Biswas, Teacher	B A
11	Shyamaprasad Mitra, Teacher	B Sc
12	Achintya Chatterjee, Teacher	B A
13	Biswanath Roy, Teacher	B.Sc
14	Arun Sain, Teacher	B Com
15	Shamsher Ali Sheikh, Teacher	Madhyamik
16	Sudip Samanta, Teacher	Madhyamik

Duties and Responsibilities

Teachers:

a) Curricular Activities

- **Daily teaching.** for 5 hours a day, but the teacher reaches the school one hour before and leave it one hour after the children leave

- **Planning.** They have to plan their activities for the month, prepare lesson plans for curriculum transaction as a regular activity.
- **Preparation of appropriate TLM** for providing special help to academically weaker children including evaluation and checking of children's work on a daily basis For this a linkage with formal school teachers may be established

b) Co-curricular Activities

- Organizing special events including sports and cultural events, and celebration of special 'days'
- Record keeping - maintenance of registers and their diary, - where they have to record what they have done (if things could not be done as per plans, they have to explain the deviations), also record interesting case studies Conducting survey work to spread awareness about education.
- Campaigning for quality education
- Participating in government programmes related to health and sanitation to help children get access to these schemes.

c) Community linkages

- Conducting home visits wherever situation demands
- Organizing parents meetings.
- Conducting awareness camps on issues related to health and education

The Teacher in-charge has a few extra responsibilities - compiling the data, record keeping and organizing teachers' meeting twice a month

Supervisors

- a) Regularly visit to the centers for monitoring, overseeing the planning and evaluation of each centre, attending teachers' meeting, provide academic support by arranging short term workshops and orientations, solve problems faced by teachers and Inform the management about problems if necessary.
- b) Establish relationship with the formal schools, the panchayat members, the VEC, the Shiksha Karmadhyaksha, the school inspectress and the education bureaucracy at the District level.

7. Innovative Features: Definition and Redefinition

Given below are the innovative features of the project.

Motivation to Dropouts

Vikramshila, through its programme cater to all right-aged out of school children, most of whom have been denied access to schooling. For making them join school the agency conducts awareness programmes with the community, holds meetings and also meets each of the prospective parents on a one to one basis and tries to convince them. For over-aged out-of-school children who are mostly dropouts and engaged in some form of work, sports excursion and field trip activities are being organized at regular intervals as a strategy to motivate the children. This effort has tremendous impact on the enrolment and retention of such children. Many of them have successfully completed standard IV from the centre and joined high school in standard V.

Formalise Non-Formal – Enriched Alternative School!

Vikramshila has prepared a complete package of teaching learning materials for the learners. Since NFE is a system prescribed for the poor child, these inputs like Health, Nutrition, Art and Craft Materials, Games and Recreation have made education more attractive.

Freedom from Dependence on Textbooks

In EAS children do not have textbooks. However, teachers use textbooks as reference material. The teacher prepares work cards, flash cards, three-dimensional materials and other relevant teaching learning aids as per the requirements in teaching-learning.



Work Cards! Wonder Cards!

The investigating team found that these materials have encouraged and promoted individual and group learning. This approach has made it possible to develop flexible curriculum. The need for the older learner to 'catch up' with age appropriate learning level could also be achieved through this approach.

Flexibility in grouping enabling multi-level teaching for multi-age and multi aptitude class – rooms

Under this approach detailed plans are prepared on various types of activities e.g. role-play, art work, survey and project activities that are required for a particular topic. The learner's context is used of the basic framework. For example, history and geography are taught by using their own village background. Sometimes parents are involved who have a sound knowledge base about their own environment, even though they are illiterate.

Designing and Producing Educational Materials/Aids

Vikramshila had prepared a set of five Creative Packages on different themes based on various curricular areas like, parts of the body and their functions, water cycle, its sources and usages, parts of a tree, wild animals and other such concepts. Other teaching aids include geographical games, number rods and cards, etc.

Groupings of Slow and Fast Learners

The team found a novel way of sitting arrangements at EGS&AIE centres. Children were found sitting around a round table in various groups. The teacher had no desk- or chair. He had to keep moving from group to group. The grouping is flexible and children are free to change groups according to their learning needs, e.g. a bright child in mathematics may join the lighter group but again can go back to his own group for language lesson. Similarly, the team was told that child who has been absent for sometime could sit with a lower level group till he catches up with what he had missed.



Learner's Involvement in learning process

Integrated/Teaching Approach

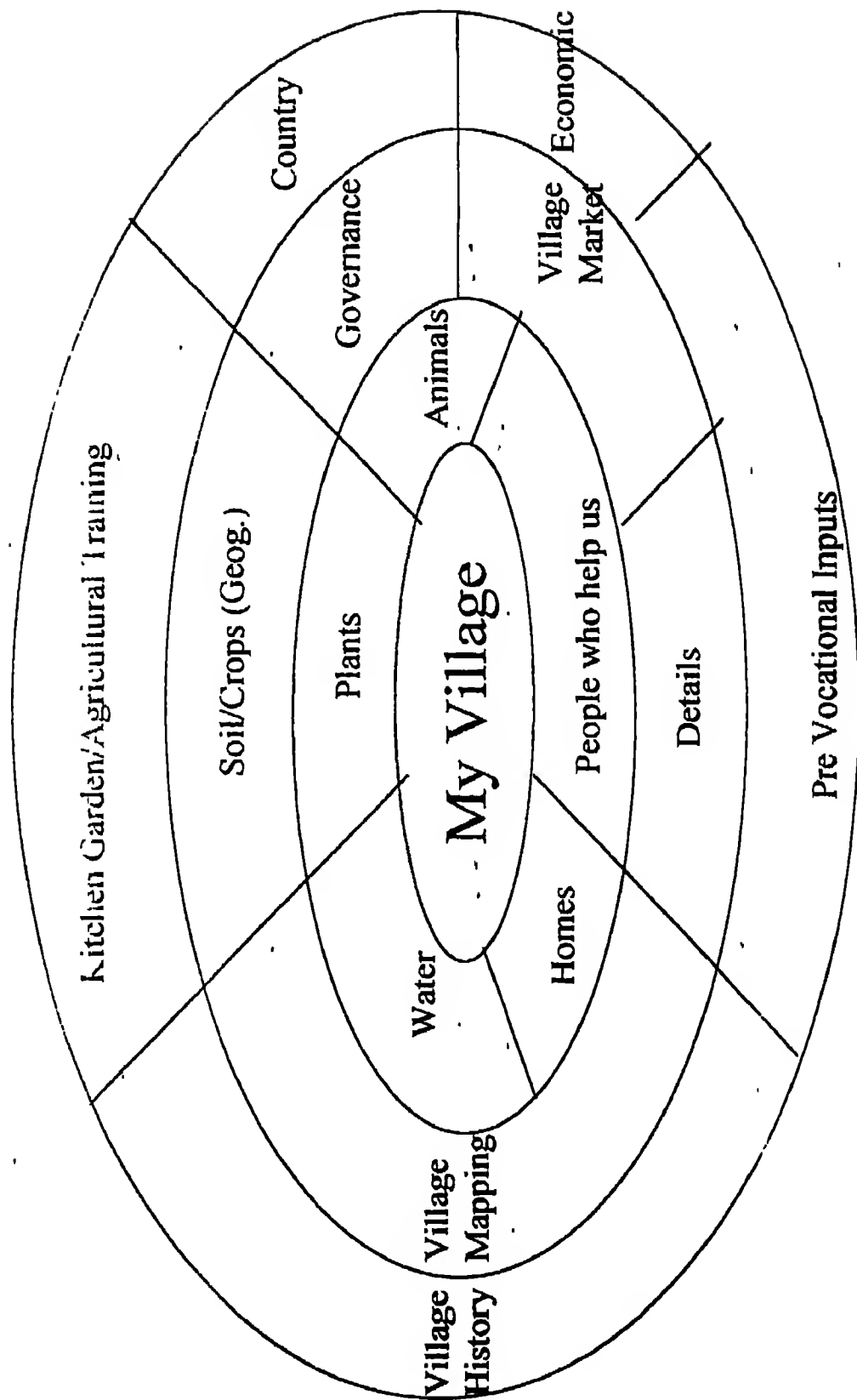
After coming to the centre, the first thing that the children do is that they write (as per the level) about any event or about any special occasion on the **Children's calendar**. These writings are then compiled and printed in a journal called **Amadeyer Lekha** (Our writing) This happens to be one of the most exiting experiences for children, when they find their writings in the book

Their details are given below

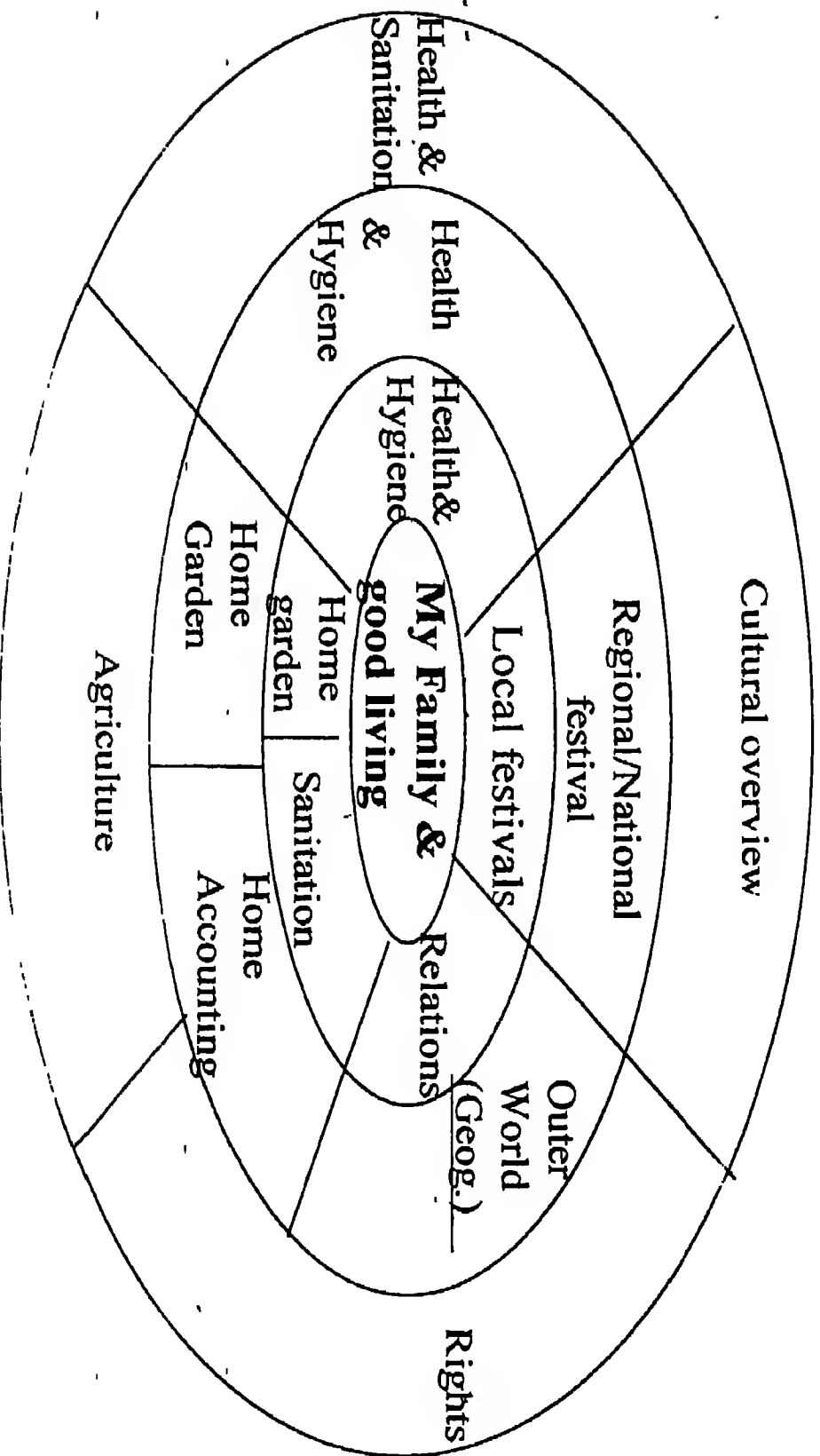
Theme Teaching Approach

During theme teaching approach, learners are divided into three groups according to their learning levels and not according to their biological age It has been realized that this kind of grouping is necessary in a single teacher classroom and mixed age-group of children The teachers of Vikramshila have been given special orientation to deal with this kind of classroom situation where classes are not divided according to subject but as per the theme to facilitate teaching

Theme Teaching Approach



Theme Teaching Approach



Example of Theme teaching

While doing a chapter on animals and plants, the teacher uses theme-teaching approach. Children are made to play different small games using chits and pictures through which children learn about the classification of animals, the food they eat, places where they are found, usefulness and other relevant informations. Similarly when doing a lesson on plants, children learn about shapes of different kind of leaves by “leaf printing” which is a lesson in arts.

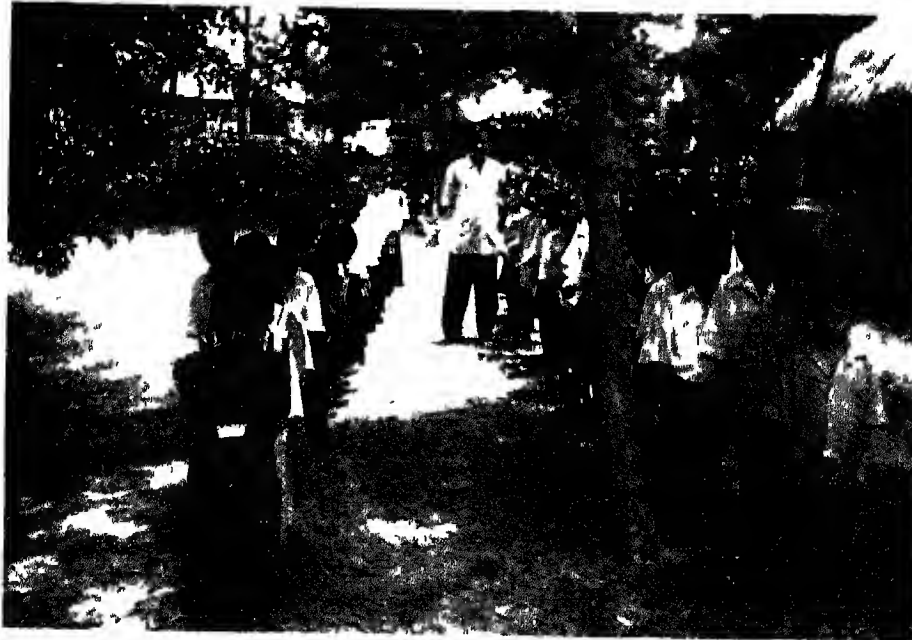
Comprehensive Evaluation and Assessment Techniques

The hands-on-activities that children are made to perform everyday serves as a basis for continuous evaluation. Evaluation is also done through role-play on a particular lesson. However, formal evaluation is done periodically. This is mainly being done to make the children familiarised with the formal education system where they have to join ultimately. Evaluation is also done through maintaining of individual files, assessment of participation in co-curricular activities and preparation of question banks by children.

Close Bonding Between School and Community

Field trips to local artisans and local craftsman considered to be important means by the NGO to integrate the world of work and the world of knowledge. It is an effort to make the children aware of every day life. Visits to the cooperative bank, post office, primary health centre and other work places are arranged at regular intervals. Field trips have been visualized as an innovative measure to increase the rate of retention in the centre. It has been able to create an environment for joyful learning as a whole. Children at the centre have uniforms. This has facilitated in inculcating cleanliness, discipline and self esteem among

the children. Children read village news in the daily morning assembly and other interesting incidents, enabling self-expression.



Children in Assembly Session, Bigha

Holiday Camps

Vikramshila organizes holiday camps (to tackle the problem of dropouts in formal schools). During the period under report, VERS had organized 17 camps in different districts of WB (Bakura, Burdwan, Midnapur, south and North 24 - Parganas, Nadia, Hoogly, Howrah, Purulia). The camps were organized involving 17 NGOs, 200 formal school teachers and more than 3000 children from different schools. Children who had completed class 2 and had poor academic report were selected by the teachers for the camps.

VERS conceptualised the activities of these camps and trained the education voluntaries to implement the ideas. The contents were woven around three main subjects - language, Maths and EVS. Strategy for transaction of the concepts adopted was quiz, role-play and games. Within a short time

transformation was there among the children. They opened up and their enthusiasm was highly catchy. On the final day of the camps, exhibition was organized to display the materials prepared by the children. The impact on parents, special guests and a social worker was of great significance.

The activities of these camps were designed in such a manner so as to give these children get back their lost self confidence and self - esteem enabling them to discover their own worth and creative potential. Increase in the achievement level among these children in the later period created a demand among the teachers for VERS to organize more of these types of camps and organize training for their capacity building on the innovative strategies. In view of the success of these camps VERS is now integrating this approach within the teaching learning process.

Vikramshila's Training to Functionaries

Vikramshila's training has the following three aspects.

- (i) The training is customized and divided in phases
- (ii) It provides ongoing field support
- (iii) It empowers trainees to design their own teaching - learning material.

Training activity happens to be one of the major innovative components of the project. VERS assumes that teachers are the central part in the whole teaching learning process.

The training of functionaries are organised in connect with

- Education Leadership
- Education Supervisor ship
- Special orientation, Holiday Camps
- Sports, Arts and crafts

These are organised at both the stages – Pre-primary and primary i.e. for the age group of 3 – 14 years of children

To fulfil the genesis of the training programme the contents that are generally included consisted of

- The changed role of the teacher in an activity - centric classroom
- Preliminary activities to help children settle down and acquire healthy work habits.
- Story telling - a powerful tool to bring about all - round development of children
- Songs and rhymes - for creative self - expression.
- Art & craft - paper tearing, thumb painting, pasting crumbling, mosaic to help children develop aesthetic sensibility and acquire fine motor control
- Sensorial activities - to help children acquire basic concept of physical properties of matter e.g. colour, shapes, size, smell, taste, texture, etc as means of exploring the environment
- Language activities - to help children acquire the 4 basic communication skills (Listening, speaking, reading and writing) with the help of a series of scientifically graded activities Use of phonetic method to avoid rote learning
- Mathematics - basic geometrical shapes through 3 dimensional materials Basic concept of numbers and of "0" as a unique quantity with the help of self -learning materials

Besides these, teachers are also oriented with other relevant topics like - over view of current educational issues, general activities to develop communication skills and knowledge base.

Data revealed that training methodology adopted are varied and broad based These are:

- Problem solving exercises
- Group - dynamics games to foster peer-learning, cooperative thinking
Creative thinking exercises
- Role - Play, dramatization and story telling.
- Working cards - an effective medium for group learning in a multi - aptitude classroom
- Theme Teaching - to introduce a holistic approach to teaching
- Science - experiments with air, water and soil
- History & Geography - through methods of role-play, work cards, theme teaching and observation of natural phenomena, recording of data and other methods
- Mathematics Concept building of place value, units of measurement, time, money, fractions, factors etc. all approached through activity based methods

Different techniques of art education are demonstrated through craftwork, masks, painting taught by local artists. These activities are generally undertaken by organizing workshops. Preparations of teaching learning materials are also undertaken through this mode. The training programmes also take care to orient teacher on classroom management skills, psychological foundations and skills for the educational leader.

8. Core Activities

A brief description of the core activities under the project is given below

8.1 Teachers Training

Teachers Training is Vikramshila's one of the major core activities. It provides technical and academic support to various NGOs across the country working in similar situations. Development of teacher's handbook serves as a special input provided to teachers to enrich their power of curriculum transaction in the classroom situation.

Special measures have been adopted by Vikramshila for up gradation of skills of teachers and to expand their horizons. These are regular teacher training and orientation, continuous monitoring and feedback of teachers on their performance, exposure visits to other centres, regular teacher meetings, regular sessions for sharing good practices, developing TLMs and training in various aspects e.g. small games, puppetry, drama, etc.

8.2 Development of Teaching-Learning Materials

The specially designed curriculum with maximum flexibility is aimed for 'multi - age' and multi aptitude" groups of children. It has helped the teachers in making the children learn at their own pace as per their mental level.

Teachers 'Handbook' - developed by the agency serves as a general guideline for lesson planning

Short manuals on various subjects have also been provided to the teachers giving them further ideas on how to deliver lessons creatively. Development of Creative Packages is also a novel approach in the area of teaching learning materials. Every creative package has a booklet referring to the content, puppets, model, cut outs, a laminated card and half finished cards to be completed by the children. The agency has developed five such creative packages based on various curriculum areas in language, mathematics and Environmental Studies.

The investigating team found that EAS has units instead of classes. Every unit is displayed with maps, charts and other informative materials. Even if there is no textbook, children can be made to learn with these informative materials. The teaching learning materials developed by the project are need based and functional.

8.3 Teaching – Learning Strategies

It is envisaged that all pedagogic interventions and inputs should result in quality improvement that should ultimately be visible within the classroom settings. What happens within the classrooms in terms of the teaching-learning processes and classroom interaction is a matter of concern since it reflects the culmination of all the strategies planned under the project activity. The agency rightly assumed that it is the classroom that provides the setting for all teaching-learning. Thus, the more effective the classroom, the better the learning outcomes. It was imperative, therefore to know and understand how classroom transactions are conducted and managed, what kind of classroom environment exists, what are the various teaching-learning strategies generally used by project teachers/instructors in classrooms/ centres and the level of children's participation.

Investigating team concentrated on the following aspects of classroom process:

- Classroom environment (including physical and social)
- Classroom organization and management (seating arrangement, layout, organization of teaching-learning groups, display of materials and usability)
- Teacher Pupil Ratio
- Teaching strategies adopted
- Availability and use of teaching-learning materials and aids
- Children's participation in classroom activities (Verbal/non-verbal)

It was found that the agency has provided adequate resource support for effective teaching-learning enabling optimum participation of teachers and the taught. Important aspects as mentioned above were found to be existing in process as well as in operation.

8.4 Monitoring and Evaluation

Central to the entire effort towards fulfilling the goal of UEE in terms of mainstreaming as well as quality improvement is undertaking activities with utmost care and monitoring them at various levels. Monitoring is also concerned in terms of planned inputs and ongoing processes as well as expected outcomes.

It is expected that monitoring of teaching-learning activities and evaluation of pupil achievement should form an integral part of the project plan. In this regards, meetings are organized by project personnel which are held monthly and quarterly with supervisors. Weekly meetings within each centre and monthly meetings with other NGOs are organized.

8.5 Community Involvement for Programme Enrichment

Community is involved in all curricular, co-curricular and administrative activities of the project. The team found community willing to provide all kinds of support financial or non-financial for smooth functioning of EGS&AIE centres. So far as financial support is concerned, each household contributes some amount of money ranging from Rs 5 to Rs 15 per months. In one of the centres at Burdwan women members of community have been involved and 'home schools' have been started for them. Initially, they were reluctant to step out their homes.

This strategy of Vikramshila has proved to be a unique approach to involve various age groups of men and women from community. It has been stated by Vikramshila that during moments of crisis, community people are willing to lend their support in spite of their constraints.

9. Achievement of Objectives: Success rate/ Mainstreaming

Education Guarantee Scheme and Alternative and innovative education has been introduced as a complementary to formal education. It was a long term practical plan with an effort to fulfil promises towards UEE for out-of-school children for one reason or the other. In view of this, mainstreaming is an important component of this system.

Vikramshila aims at mainstreaming of children after the children complete unit four at the centre. Success rate of their centres is judged on the basis of secondary data available regarding the number of children enrolled and number of children taking entry in formal schools. The table given below shows such data for the past two years.

Achievement of Objectives (Success rate/mainstreaming)

<i>Vikramshila</i>	<i>Total number Enrolled</i>	<i>Total number Retained</i>	<i>Total number entering Formal Schools</i>	<i>Vocational Courses/Other Activities</i>
1999 – 2000	1502	Figures not available	268 (17.84%)	-
2000 – 2001	1485	Figures not available	130 (8.75%)	The agency function as a feeder organisation to the formal schools in the village.

Data revealed that during 2000 – 2001 less number of children have entered the formal schools compared to those in the previous year i.e. during 1999 – 2000. The team is of the opinion that more intensive effort is needed in this regard.

10. Scope of Replication of the Model

It is assumed that whatever innovations found useful for a particular project, should be replicated as widely as possible with suitable adaptations, if needed. However, replicability of a programme should not be the sole criterion of judging the worth of an innovative/ experimental programme. Although it is not always possible to develop an exact copy of a model/programme for an altogether a different situation, but it is always possible to adopt/adapt an innovative programme as required in a situation.

In view of the above, it is found that implementation strategies adopted by Vikramshila for imparting training to various stakeholders/teachers, preparing TLMs, transactional methodology and strategy used for mobilizing community have been found useful and adopted /adapted by a number of NGOs working for

education of out-of-school children in rural areas of West Bengal. Other factors responsible for achieving desired results are also significant and appropriate. One such factor is the mainstreaming of the number of children. Their internal evaluation records revealed that a good number of children could pass the admission test for entry in formal government schools.

In view of the above, it can be stated that the innovative programme of VERS for out-of-school children can be suitably replicated at a large scale covering the entire state of West Bengal.

Concluding Remarks

On the basis of Primary and Secondary data and field observations, the investigating team is of the opinion that

- (i) EAS run by VERS have proved to be quite useful for the education of the out-of-school children.
- (ii) The programme is innovative and has innovative features as stated in item No. 7 above.
- (iii) Teaching-learning materials being used have been specially designed. They contain local inputs and are child-centred, learner friendly and help in joyful learning.
- (iv) Teaching by Theme approach is a successful achievement of VERS.
- (v) VERS has made significant impact on the rate of increase in enrolment, retention and quality achievement of the children.
- (vi) Teacher-training component of VERS is comprehensive and dynamic and has succeeded in proper capacity building.
- (vii) VERS is able to get full support of the community in their programme.

- (viii) Success rate of admitting children into formal system is encouraging
However, a lot more needs to be done in this area as was anticipated in the objectives
- (ix) The programme can very well be replicated through out West Bengal.



Freedom from Dependence on Textbooks

AGRAGAMEE

1. The Agency– Background (Programme and Activities)

Aragamee is a voluntary Organisation working for the under privileged tribal groups of people in the remote and inaccessible pockets in the Kashipur Block of Rayagada District of Orissa since 1981.

Tribal communities are still leaving in severe poverty. The problems of money lending, bondage, payment of low wages, landlessness, low literacy rate, non-functioning political will and local leadership among the tribals are the main factors responsible for such a socio-economic condition of the tribals. Food Scarcity has been considered to be an additional factor for the under development of the tribal of this area. Most of the arable (cultivable) land in this area belongs to the non-tribals landlords, who have their origins in costal Orissa. They have settled here and take advantage of the backwardness, simplicity and the poor socio-economic situation of the ethnic groups of the Kondhs and Paraisa of this area. At present the Organisation is working with various communities like Sohra Kolha, Santhal, Munda, Jhang and Mankadia Kondtie. Apart from this, large number of scheduled caste population is also no better than the tribals, but the poorest of them have been used by the local landlords/Sahukars to establish their authority.

Aragamee under took its first experiment in a tribal area like Kashipur after getting encouraged by the over whelming response and initiative of the tribals for development activities. The team was supported by a group of tribal youths who joined them from the second year of its implementation. The organization was in search of a strategy to introduce itself to the tribal community and look for alternatives for the awakening of the tribals so as to bring about a change in their socio-economic condition.

The efforts of Agramee since 1981 till date has been replicated in various tribal districts of Orissa. Presently the agency is working for meeting the educational needs of the tribal communities in the following blocks:

S.No	Name of Block	Name of the District
1.	Kashipur	Rayagada
2.	Dasamantapur	Koraput
3.	Kudumalugama	Malkangiri
4.	Golanumda	Kalahandi
5.	Th.Rampur	Kalahandi
6.	Tha.Kurmunda	Mayurbhanj
7.	Sukruti	Mayurbhanj
8.	Tentulikhunti	Nabarangapur
9.	Phiringia	Kandhamala
10.	Phulbani	Kandhamala
11.	Nuapada	Nuapada

The experiment in Kashipur has shown the way and the experience during the last few years had provided guide lines to work in the remote parts of tribal areas in the above mentioned districts. The initial team of people associated with Agramee has been able to prove their ability to take issues independently relating to the tribals and the poorer sections. Presently, attention has been given for consolidation rather than expansion. The Organisation has promoted number of youth clubs and Mahila Mandals and other informal local organizations to reduce its scale of involvement in a phased manner.

Decentralization process has been emphasized by the agency in every sphere of its activities creating a congenial atmosphere for the growth of individual. It has inculcated a sense of team spirit which seemed to be the basic factors in any organised developmental effort. The organization was conscious

of its priorities from the beginning and continued its struggle to be with the poor all through its involvement

Education being an important aspect of tribal development, has been taken up by Agramee since its involvement in the field of integrated tribal development activities. During its intervention in education, Agramee has given prime importance to increase the literacy and awareness level of the tribals, established an information centre by opening up **night school** and defuse information through the teacher, who is from the same community and village, who acts as a social animator to empower tribal people.

In this endeavour Agramee's involvement has led to search for development of alternative models of education for tribal children. In due course of time the model was recognized by government and other NGOs. The approach has been adopted by other NGOs working for meeting educational needs of the tribal people. The process begin from an under developed tribal area, Kshipur of Rayagada district in the state of Orissa and has been replicated in tribal dominated districts.

To reach the people and to take actions for providing easier access to education, Agramee has been following some simplest methods, so that in spite of pressure of their day's work, both the children and the adults can attend the night schools and discuss and learn relevant things, thereby enabling them to handle daily activities smoothly and confidently. The approaches and methods which are generally adopted for the same are as follows:

- Selection of teachers by the villagers.
- Designing need based curriculum enabling the villagers to develop in mind and spirit

- Developing communication skills which would develop a sense of courage and participation.
- Imparting education through song, dance, story telling, drawing pictures on environment, from ones feelings, discussing about various forms of exploitation and oppression on them as part of the learning process.
- Management of the school by the people through formation of village education committee.
- To run night schools for those children engaged in day time for economic activities.

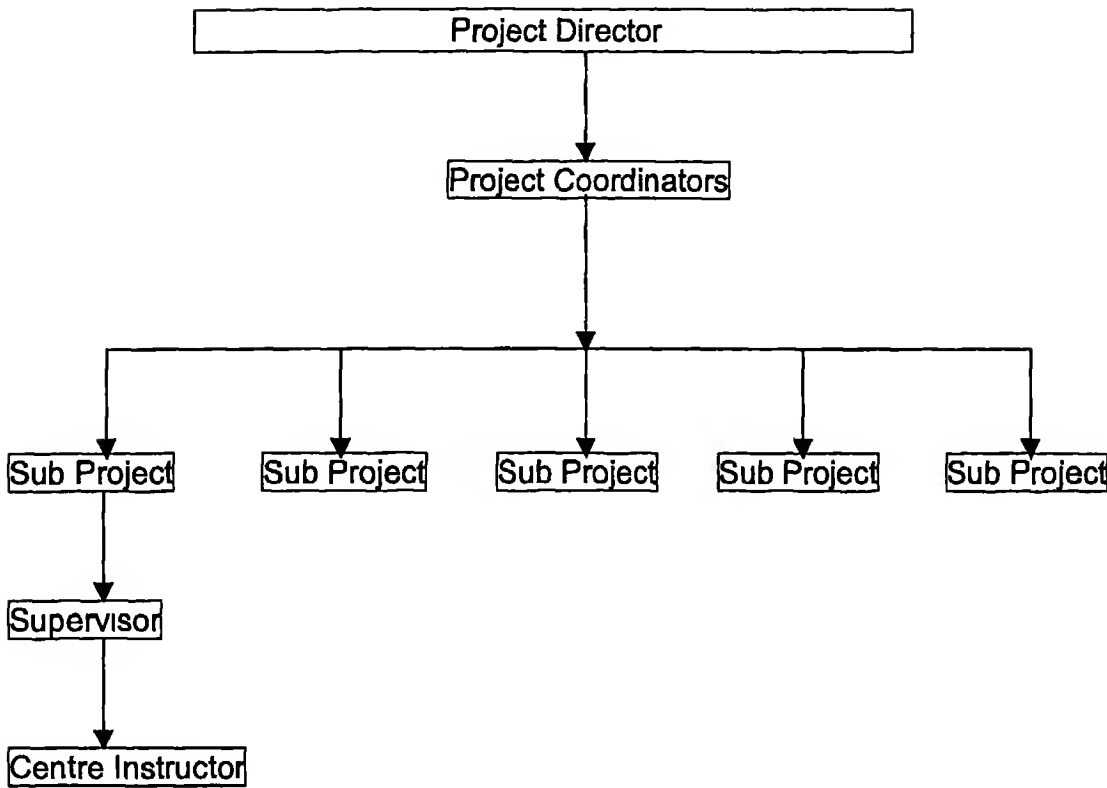
2. Organisational Set up

The project is under the charge of an officer called **Project Director**, who is responsible for implementation of entire Programme. In addition, there are other Programme Coordinators and Supervisors who look after the sub-projects and are accountable to the Project Director.

Project Coordinator is accountable for the sub projects. He submits report in prescribed formats to the Project Director at Headquater, Kashipur which after consolidation are submitted to the MHRD for reviewing.

The flow chart given below shows organisational set up which is self explanatory.

Organisational Set up



Review of reports and other documents related to project activities revealed various programmes and activities of project (programme) coordinators and supervisors. They are:

- (i) To organise the Village Education Committee meetings and other village level meetings
- (ii) To supervise schools and facilitate teaching learning process and furnish both physical and financial progress reports
- (iii) To conduct meetings and training Programmes
- (iv) To organise monitoring and evaluation activities
- (v) To undertake documentation activities.

3. Rationale Behind the Initiative

Aragamee strongly believes that Education is an important aspect of development. In the field of tribal development Aragamee has always placed education in the centre place of all its developmental initiatives since its inception in 1981. Aragamee formulates as well as implements educational projects/programmes basically for social change of tribals. By opening up **night school** Aragamee had established an information centre in each village to disseminate information through the teachers, who are from the same village or locality, who acts as a social animator to empower tribal people.

The main thrust to initiate this process was to make the individual realize its creative potential, live a life of dignity, responsibility and how they would be able to throw out the exploitative forces in and around them.

Aragamee's involvement in this sphere has led to search for and development of alternative models of education for tribal children. Which have been recognised by government and other NGOs and being adopted by other NGOs, working with the tribal people. The Process began from an under developed tribal area, Kashipur of Rayagada district in the state of Orissa and has been adopted in other tribal districts.

The experiment has been made with various tribes of Orissa like jodia – Paroja, Kondla, Munda, Seura, Santhala, Juang, Mankadia, Kondha and others.

4. Target Group:

Aragamee is working for the under privileged tribal groups in remote and inaccessible pockets of Orissa. The various age groups and stages of education accessible to them has been presented in the chart below:

Beneficiary Target Group:

	<i>Primary</i>	<i>Secondary</i>
Age	6 – 14 years	15 years above
Genders	Boys and Girls	Women
Social Status	Scheduled Tribes	Scheduled castes
Economic Groups	Landless labourers small and Marginal farmers migrant	Artisans

Agramee has covered all the Scheduled castes and Scheduled Tribe children and adults of five districts in Orissa. The primary education is meant for below lower economic groups, particularly landless labourers, small marginal farmers and migrant labourers.

5. Specific Objectives of the Programme

To give concrete shape to its vision, the agency formulated specific objectives. Practicability and achievability were the two main considerations for the same. They are:

- (i) To demystify the concept of schooling by breaking open all the barriers of the formal set-up and imparting education in atmosphere of freedom for the students and teachers.
- (ii) Linking education to the community as a whole so that the schools become a planning forum for the whole village/community.
- (iii) Selecting tools, techniques and events of easy learning by discovery of tribal history and cognitive practices, the present environment, the socio political milieu and the prospective of development and change.
- (iv) To develop a set of teaching aids in conformity with the social resources and educational contents.
- (v) To create awareness among the indigenous practice of health treatment and of flora and fauna (nature).

- (vi) Nurture the tribal children by providing self-learning materials at Innovative and Elementary Education (I & EE) centres.
- (vii) To create political consciousness among tribal children through formation of children's parliament and the Sisu Panchayats by mock elections.

6. Profile of Functionaries at Various Levels (Duties and Responsibilities)

Data revealed that the role of instructor and other functionaries of the project are multi dimensional in nature. The role of instructor is to organise learning activities in the centre, like;

- Cleaning of the Centre
- Arrange sitting of the students
- Prayer and attendance of the students
- Resumed classes as per routine/Plan.

Supervisors and Programme Coordinator look after sub-projects and are accountable to the Project Director who is responsible for the implementation of the entire programme

7. Innovative Features

A study of their materials, reports and other data revealed the following as the innovative components of the project initiated to accomplish the objectives stated above.

Community Mobilisation

Utmost effort is made on community mobilisation so as to ensure ownership of the education programmes for effective follow-up and motivation of dropout children to join the programme.

Meeting with Parents (particularly Mothers)

Agramee have been organizing parents meeting at village level in different places. The main thrust of the meeting is to generate awareness and attraction of mothers towards components of education, literacy, health, drinking water and immunization, etc

Curriculum with relevance to the tribal situation

The school hours and course contents for primary stage of education have been adopted by the NGO as per the formal system of school education. In all the centres, curriculum used is locally devised and is familiar to the child's environment. The child's immediate environment is taken as a focus point of all learning thereby making the learning process as child-centred. The teachers are encouraged to refer to the formal school syllabus, so far as it facilitates the learning process. However, it has been found that completion of the syllabus depends as per the learning pace of the children. Additional educational materials relating to the life situation of the tribal people is provided for the children at NFE centres. This has increased the rate of enrolment and retention to a great extent.

Instructors are encouraged to use the folk media like songs, dances, mime and also take the help of traditional stories and legends to enliven the teaching. It has helped the children in learning faster. This has also helped in preserving the tribal folk tradition.

Child to child learning

To overcome the problem of teaching by a single teacher (instructor) **child-to-child learning** has been adopted by the NGO. This has enhanced rate of enrolment and retention. The process began more through a necessity to deal with children from various age groups. To overcome problems of management, the teacher gives the task of teaching to the younger groups of children by older boys of the same class or centre. This method of teaching also helps the older

children to refine their knowledge and understanding of various concepts and encourages them to achieve greater sense of participation in the educational process. The younger pupil also learn better by this method as they can express their thinking freely with their companions.

Recreational Communication

Traditional media has been used by the NGO to generate awareness and interest in the community regarding the importance of education by exploring local themes. Popular among them is puppetry and street theatre. Teachers in innovative education centres are trained in these skills. The adaptation and use of street theatre according to the culture and geographical diversity of the project area has been an interesting intervention. Under this activity, children are encouraged to stage short plays, create situation and act out roles. In addition to this, the communication team of Agramee also takes the opportunity to communicate message through the use of folk media including puppetry and street theatre. The folk music and dance are used as an effective medium to sustain the interest of the children.

Local/Situational teaching learning materials

The child is taught with locally available materials in his/her immediate environment and the things related to it. Effort is made to create a bridge between what the child already knows and what he/she has to learn anew to minimize any sense of alienation with his/her environment.

Emphasis is laid on locally produced teaching learning materials. Innovative games are designed for literacy with alphabet aprons tied on to the children. Alphabet and number sets are also provided to the teachers to facilitate the teaching process. Teachers are also encouraged to make innovative teaching materials for their schools. Children are encouraged to make their own designs with leaves, flowers and sticks. It has inculcated creativity and self-expression among the children. Low cost teaching aids with waste materials have also been prepared by the teacher and pupil under project activities.

Co-curricular activities

Activities like **children festivals, children's Parliament** are considered as innovative methods. Children's festival is considered a novel and ideal process and a means to bring to the lime light, the students, who reside in the hills and forest with the outer society and culture. This is a process through which ideas, experiences, cultures and many such things are shared among the little tribal brains who are from different regions, tribes, cultures and languages. **Children's festival & Children's Parliament** are organised in different sub-projects of Agramee and also at regional and state levels. In the children's festivals, children's from various places come together, live together and enjoy. They take part in song and plays, share jokes and tell stories. In this process, they explore their talents. The project functionaries also discover the hidden potentialities in the children.

Children and teachers are also encouraged to attend mobile science exhibition and creative workshops organised by Agramee and different voluntary agencies in the area.

8. Core Activities

8.1 Teachers Training

Training is an important tool for increasing teaching skills of the teachers and refreshing their knowledge. Agramee over the years gained experience in running of innovative centres. Agramee has, therefore, organized a number of training programmes as per the needs of the teachers. The agency has been giving much more emphasis on quarterly teachers training and monthly review meetings and also organizing the regional teachers training once in every six months to increase their professional efficiency.

The training schedule is prepared by the teachers themselves with the help of the trainer in the first day of the training programme. Trainings are

generally participatory in nature. Methods adopted are **sharing of experiences and learning from each other**. Under this, emphasis is laid on role play and simulation teaching. Newly produced materials are introduced during the training programme and special orientation programme is organised regarding usage of the materials.

The **content** of the training programme often include the following:

- Difference between formal and Non-Formal systems
- Why do we need NFE
- Role of teachers NFE centers
- Role of teachers with the community
- Discussion on curriculum in tribal areas
- Methods of Alphabet and Numerical learning
- Production / use of locally available teaching learning materials
- Discussion on tribal economy, history, etc.
- Understanding about the problems of the centre and find their solutions
- Record maintenance
- Child Psychology
- Contents of Language, mathematics, simple science and environment

Besides the above, various other course contents are included for the professional development and capacity building of the teachers. Among them are Origami, Health and Hygiene, Teaching methodology, Situation analysis, Political literacy in tribal areas, Child-to-child learning, Essay and letter writing, song, drawing and story, Children's right & right to education, Globalisation & liberalisation, Panchayati Raj System and recreational communication.

8.2 Development of Teaching-Learning Materials

Aragamee has produced a wide range of teaching learning materials like books, supplementary booklets, charts, posters, periodicals and newsletters. These are based on local folklore, legends & songs. These are also based on local developments. The contents are derived from experiences and experimental histories of village communities and progressive individuals. They have facilitated the students in their learning process and enabled the tribal people to appreciate the resources they have within themselves. This has helped to develop an alternate library system in remote villages and thus build up an atmosphere for literacy and education in a holistic manner.

An experiment has also been initiated by agency introducing newspapers in selected sample of schools so that the children and more importantly the tribal community in the remote villages, which do not have electricity can pursue their learning activities. This has brought the students into daily contact with the outside world. The teachers are also encouraged to develop their own materials with the help of local dyes, mud, plants, leaves, sticks and stories.

The DRU of Aragamee also organises workshops and undertake simple science experiments for students and teachers of the innovative schools to initiate a process of scientific enquiry among the students and the teachers and develop relevant materials. In this programme the co-curricular activities have played a major role in the following ways.

- The activities had helped the children and adults to relate education to a process much wider than classroom learning.
- Children from different villages have come together in sharing their cultural and other memorable experiences.
- Children have been able to have exposure to situations outside their villages and communities and

- The process of concretisation and awareness building of children have been strengthened through these activities.

8.3 Teaching- Learning Strategies

In curriculum transaction, the role of instructor in a centre becomes important as far as the learning of the children are concerned. The main components of this item is 'how the instructor is conducting or organising activities related to various curricular areas like language, mathematics and EVS'.

Teaching-learning strategies are the vehicle through which course contents are communicated to the children. During field visit, the team found that teachers were using games which were designed innovatively enabling learners learning faster. Learning alphabets were being done by alphabet forms. Besides these, children taught counting with the help of clay balls, sense of colour with the help of different flowers and leafs, etc. This approach was found to be useful to develop creativity and self expression among the children.

One of the most successful experiment with regard to curriculum transaction worth mentioning is **child-to-child learning**. This has been introduced to overcome the problems of management. In this process teacher generally group the children as per their competencies, so that the elder children could help them in the teaching process. This method provide them a sense of responsibility and a greater sense of participation in the educational process. The younger children responds well to this method as the teaching is done in smaller group.

Learning outside the classroom is a unique phenomenon in Agradamee's educational process. Being working children, students of these innovative education centres get lesser scope for extra curricular activities. However, during lean season, activities like games, sports and other competitions and

excursions are organised for them. **Children's' festival and children's parliament** are organised under different sub-projects of Agramee and also at regional and state levels.

8.4 Monitoring and Evaluation

The process of monitoring of the project is an on-going one which includes teachers, village community and the members of the project. The Core team meetings act as inter evaluation of the project. The agenda of these meetings include a sharing of the activities of the schools under the project. The problems identified during implementation of the project and the innovations are discussed for solution. Specific roles and responsibilities entrusted to various local bodies are enumerated below.

Village Education Committees (VEC)

VECs have played major role in monitoring and evaluation of project activities as well as supervision of learner achievements. Roles and responsibilities of VECs in this regard are as follows.

- VECs look after the day-to-day activities of the centers.
- The committees meet at least once in a month and are directly involved in assessing the functioning of the schools.
- At project level, VEC organizes workshops and some training programs for its members to enhance their capabilities and understandings.
- VECs identify local youths having desired basic qualification to be appointed as teachers in their centres.

Village Participation

- VECs motivate the community for construction of school building and its maintenance.
- VECs recommend payment of honorarium for the teachers.

So far as evaluation of the achievement of the learners is concerned, instructors take weekly, monthly, half yearly and yearly tests. On the basis of tests and their feed back, remedial measures are undertaken to upgrade the levels of learning of the children.

The certificate issued for learning achievement by Agramee is recognised by District board.

8.5 Community involvement for Programme Enrichment

Agramee has been giving emphasis on the people's participation in each and every activity of its programme. The agency believes that, '**no people, no planning**'. It realized that community people are the main stakeholder of any developmental programme concerned to the society. Keeping this in view, the agency has formed VEC for each centre whose roles and functions have been discussed above in item No. 8.4.

In addition to the above, community plays a significant role in the following aspects:

- Construction of the school building by the community.
- Ensuring maximum enrolment and regular attendance of the children in the centre.

- Creating a forum where the problems of the villages are discussed on regular basis.
- Selection of teachers.
- Planning of activities and in its implementation processes

9. Achievements of Objectives (success rate/mainstreaming)

Regarding mainstreaming of students during the last two years (2000-01 and 2001-02)) data revealed that as much as 2637 and 2603 respectively children have been enrolled. Among them 222 and 110 children respectively have been mainstreamed to formal schools, where as 55 and 30 children respectively have been involved in some vocational activities. The following tables shows the same facts.

<i>Aragamee</i>	<i>Total No. Enrolled</i>	<i>Total No. Retained</i>	<i>Formal School</i>	<i>Vocational Courses/ Other Activities</i>
2000 – 2001	2637	324	222	55
2001 – 2002	2603	452	110	30

During interaction, the investigators were informed that effort is being taken up by the agency, to admit children to formal schools or vocational training schools after completion of their education in innovative centers if it is demanded by parents. Reports reveal that both girls and boys join in residential schools and formal schools existing in areas at their own efforts. Sometimes Aragamee organizes several village level workshops with VEC members, teachers and parents to motivate them to send their children to Government Schools to pursue their further education. Moreover, Aragamee has combined education with economic activities for tribal groups with sole objective that all drops-outs join in the alternative system of education.

10. Scope for Replication of the Model

Organisational system of Agramee is found to be functional in its true sense. The approach has potentialities and adaptability in similar situations. The mechanism evolved for monitoring and evaluation of project activities can be adopted/ adapted by other NGOs working for out-of-school children

Agramee's model of teacher training programme can be and has been replicated by other NGOs for their teacher training programmes.

Innovative **child-to-child learning** approach adopted by Agramee also can be replicated in other situations as well as in formal educational system for creating a child friendly environment in the classroom and solve problem of single-teacher school.

Teaching-learning materials are developed by Agramee are local specific and particularly related with the living conditions of the tribal community which are ideal and have relevance in their day-to-day activities. Other NGOs working in similar situations can take initiative to develop such teaching-learning materials as per their need.

Concluding Remarks

In view of the above, the investigating team is of the opinions that

- (i) Child-to-child learning approach for curriculum transaction of Agramee is one of the best suitable for similar situations.
- (ii) Teaching-learning materials produced by Agramee are ideal, realistic, local specific, child-centred and learner friendly.
- (iii) They have involved community in almost every stage of the project activities.

- (iv) Recreational communication skill for communication of messages through the use of folk media including puppetry and street theatre is really innovative.
- (v) Agramee has adopted formal school curriculum along with co-curricular and extra-curricular activities. This has led to the increase in enrolment and retention of the children at their centers.

BHAGAVATULA CHARITABLE TRUST

1. The Agency - Background (Programmes and Activities)

The Bhagavatula Charitable Trust (BCT) formally initiated its activities of social and rural development on 11th November 1976 after registering itself under Societies Registration Act 1860. Prior to this, the Trust had started a full-fledged high school during early 1960s in Dhimili Village of Visakhapatnam district. The poor economic conditions, illiteracy, lack of awareness among villagers, etc. resulted in the setting up of the BCT by the dedicated and committed professionals of the area. Since then, BCT has been rendering service to the people of surrounding village of Yellamanchili, Visakhapatnam district. Most of the villagers in this area are agricultural labourers hardly able to make both ends meet. For the last twenty-five years, the organisation has been conducting welfare activities for promoting health, education and new farming techniques. Some of the programmes organised include, a regular health clinic, a vocational training institute and a model school at Haripuram, Ellamachili mandal.

Most of the school-age children in this area do not get enrolled into formal schools due to overall poverty and illiteracy of parents. Realizing the need for alternative schooling to achieve Universal Elementary Education (UEE), BCT has been organising non-formal education programmes sponsored by MHRD since 1989 in two phases in collaboration with some more voluntary agencies. In Phase I(1989-94), the BCT set up 60 NFE Centres and in the Phase II (1994 – 97) additional 125 NFE Centers were added.

The present innovative non-formal education project entitled "Experimental and Innovative Programme for Education at the Elementary Stage including NFE" was started in 1997.

2. Organisational Set-up

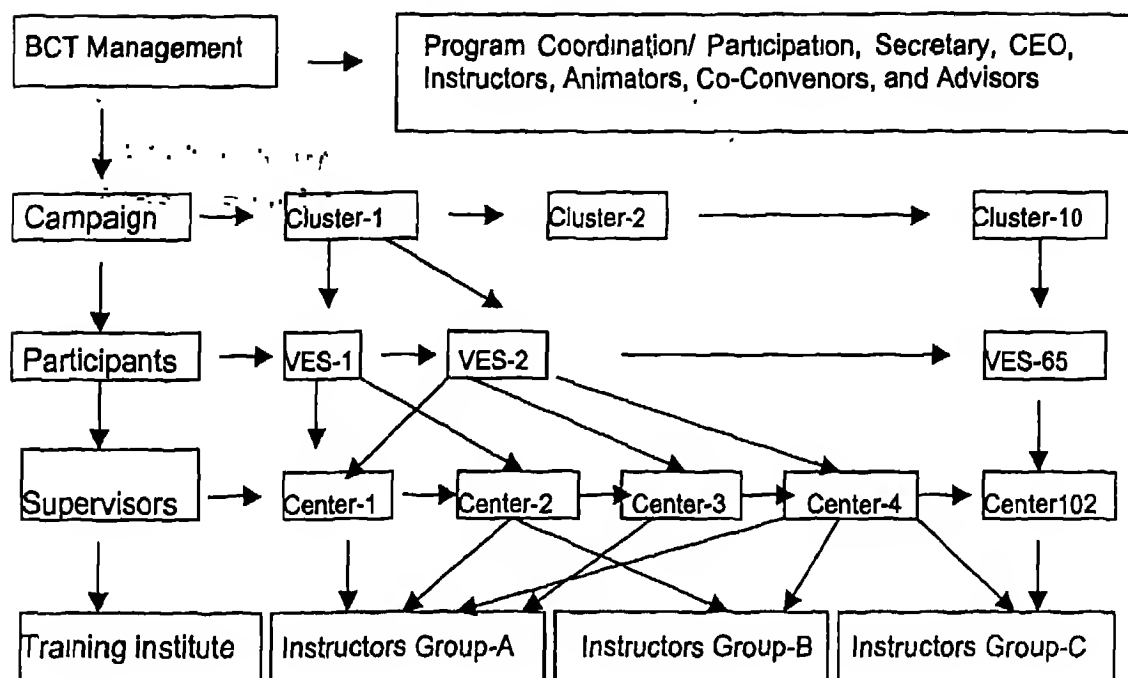
The project functions with an organisational structure consisting of BCT Management, Project Director/ Secretary, Community Education Organisers (CEOs), conveners, co-conveners, training institute personnel, supervisors, instructors, animators and advisers. The entire operating area is divided into ten clusters. Each cluster on an average consists of ten centres and in total there are 102 NFE centres. A cluster is supervised by a CEO assisted by one of the senior instructors, who is called as Instructor Animator.



A Typical BCT School in progress

The flow chart depicts the Organisational Set-up of programme

Organisational Set-up



BCT has a unique organisational set up. They are the main agency which supports all the other VES with all the support. BCT engages the teachers from the community who are then trained at the BCT's premises and then they are sent to the respective societies to impart education. The Agency provides all the societies with logistical support by giving them all the teaching learning materials etc. All the respective societies strictly follow the guidelines made by BCT. The BCT monitors all the societies schools and regularly inspect them.

3. Rationale behind the Initiative

Bhagavatula Charitable Trust is a service oriented, voluntary Non-Government Organisation started in 1976, which is doing development work in rural areas in a variety of fields such as education, agricultural extension and women's empowerment.

Most of the school-age children in the area of the project are not able to enrol into formal schools due to overall poverty and illiteracy of parents as they provide help to their parents in their work. BCT realised this and felt the need for alternative schooling to achieve the goal of UEE.

In view of this BCT set up 60 NFE centres in their first phase during 1989 – 94 and 125 NFE centres in their second phase during 1994 – 97. The present innovative project was started in 1997.

It is felt by the agency that UEE should be a mission oriented time targeted combined effort between NGOs and the government in order to be successful and credible with people. Hence, this initiative is being taken.

4. Target Group

All dropouts and out-of-school children in the age-group 6 – 14 years from Yellamanchili, Rambilli and Atchutapman mandals of Visakhapatnam district of Andhra Pradesh for 100% literacy to be achieved.

5. Specific Objectives of the Programme

Keeping in view the rational of the project and needs of the learners of the area the agency formulated the following objectives. These are to:

- (i) provide elementary level education upto standard VII to all out-of-school and school dropout children.
- (ii) develop each NFE centre as a self-sustaining unit of these centres by having their on infrastructure and financial participation at the VES level.
- (iii) motivate school dropouts and non-school going children to join NFE centres.
- (iv) eradicate child labour by converting all night centres into day centres.
- (v) provide well designed teacher-training component for the capacity building of the instructors.
- (vi) achieve 100% literacy in the project area.

6. Profile of Functionaries at Various Levels - Duties and Responsibilities

The table given below gives details about various functionaries of the project.

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>
Dr. S. Satyamurty	B. Tech (Hon), Dr Ing.	Project Director
Sri. P.V. N. Murty	B. Com.	Accountant
Sri. P. A. Naidu	B.A.	Asst. Education Officer
Sri B. Laxminarayana Rao	B. Sc , JDC	Asst. Education Officer
Sn. V.V. Sanyasi Rao	B.A , B Ed.	Asst. Education Officer
Sri M. Laxmana Rao	M A., B L.	Asst. Education Officer
Sn S.V. Ramana	B. Com.	Asst. Education Officer
Sri G. Haragopal	B.A., B Ed	Asst. Education Officer
Sr. P. Naraya Dor	M.A., B Ed	Asst. Education Officer
Sri R.B.T Sundan	B.A., Dip. In Agriculture	Asst. Education Officer
Sri. R.V. Swami Naidu	M A , B. Ed	Training Faculty
Sri A.B. V. Rao	B Com., B Ed	Training Faculty
Sr. K. Appalanaidu	M.A. (Telugu)	Training Faculty
Sri. Y Sattibaby	B. A , PGDCA	Training Faculty
Sri. K S V Prasad	B Sc. B Ed	Training Faculty
Sri A. Bhaskara Rao	B.A (Hon)MA(Lit), B Ed	Research &Curriculum Officer
Sri K Krishna Chand	M Sc.	Research &Curriculum Officer
Sri U V V.S.R. Prasad	M. Com.	Computer Operator
Supervisors	-	-
Instructors	-	-

The Project Director of the NGO looks after all the working and management of the activities of the society. Some of the Assistant Education Officers act as Community Education Organisers (CEOs), some as conveners and others as co-conveners. There is a training faculty responsible for training of supervisors and instructors.

7. Innovative Features:

The innovative features of the project stated by the NGO are:

- Participation of parents and community in the management of centres in the form of Village Education Societies.
- Developing a model of self-sustainability so as to enable each centre to run independently without outside help after a period of 5 years
- Intensive campaigning to establish a system of 100 per cent enrolment into full time day centres instead of part time night centres.

- (iv) Eradication of child-labour from the area of working by the NGO.
- (v) Capacity building of the instructors in a wholesome way through training programmes in academics, yoga, cultural activities and village animation.

The investigating team, however, found that item numbers (iii) and (iv) given above contain some elements of innovation. All others are normal and regular activities undertaken by most of the NGO working for out-of-school children.

The NGO is rigorously campaigning for 100% enrolment. Various modes like Balamandiram and Tappedu gullu (Synchronic drumming) are being used in the task which have attracted community and children. The organisation is making all sincere efforts for eradication of the evil of child labour. In this regard, they have opened day-centres in place of night centres and offered some attractive incentives.



Skill training on carpentry

8. Core Activities

8.1 *Teacher's Training*

The selection of the instructors is assessed based on the performance in the test conducted by BCT. The candidates have to appear for a written test and the qualified candidates in written test are interviewed for final selection. Those who are finally selected are given an offer of appointment for the vacant posts at the centres. The qualifications of instructors range from SSC to graduation. Each Instructor is given an honorarium of rupees 900/- per month.

There are two instructors in each centre. The NGO has a training institute at Haripuram to provide on-the-job training to the instructors. This institute plays a vital role in capacity building of instructors and preparation of teaching-learning materials. All instructors are given 45 days training in three spells of 15 days each which include induction and recurrent training. The training programme focuses on methodology of teaching, social animation, personal fitness, etc.

8.2 *Development of Teaching-Learning Materials*

Rural service section of Rishi Valley School has developed unique methods of teaching for illiterate rural children, which BCT has adopted for their centres. They have utilised the techniques of Rishi Valley for classes I and II. Added to this card system of Rishi Valley, the research unit of BCT has prepared a guidebook titled Bhodaka Sahatyani for NFE Instructors in Maths and Telugu for classes I and II. Preparation of charts and other models of teaching aids or different types in different subjects are the main duties of Research Wing. These models of charts and pyramids are used for instructors during their Training program for 45 days in a year. Other relevant teaching-learning materials are prepared by the institute at Haripuram by using locally available materials.

8.3 Teaching-Learning Strategies

Bhagavatula Charitable Trust uses TLM developed by Krishnamurthy foundations. The institute at Haripuram has also developed some materials and supply them to all the Centres in the form of a kit along with some maps and charts which are all supplied by BCT. The TLM kit contains all necessary materials to transact the curriculum. In this regard, the training institute regularly equips instructors to carry out transactional activities. The entire period of education in the NFE Centres is divided into two phases. The Phase I consists of I to V standards learners and phase II of VI to VIII standards learners.

The project centre has developed the entire curriculum in the form of modules, each phase covering 5 modules. The inputs in these ten modules are equivalent to VII standard syllabus of formal schools. The modules are prepared in such a way that all the ten modules can be covered in 5 years. This enables the NFE learners to complete VII standard in 5 years. BCT has developed training modalities for all the ten modules. Gradually, instructors are exposed to the strategies of transacting these ten modules.

8.4 Monitoring and Evaluation

Written and oral tests are most commonly used as evaluation procedures to assess the learning levels of learners. Weekly and monthly tests are conducted to check the general aptitude of the children. Remedial measures by instructors, if necessary, are undertaken on the feed back received through performance on these tests.

8.5 Community Involvement for Programme Enrichment

The communities are actively involved at all stages in the BCT's programmes. The formation of Village Education Societies have helped in bringing the community together and construction of schools in all the villages have given a roof to the combined effort of BCT with the community. The philosophy behind the community mobilisation is "Our Children Our School". The

community has donated the land and monetary support for the construction of schools in their respective villages. Other activities of BCT like, Krishi Vigyan Kendra (KVK) have brought the community to the doors of BCT, which not only educates them about the crops, but also on the proper utilisation of natural resources and organic fertilisers.

The NFE centres are managed by Village Education Society which consists of Parents and other community members. These VESs play an active role in running NFE centres. Most of the VESs secured land for constructing school buildings

The involvement and participation of community is quite encouraging at BCT. BCT's participation in the local customary festivals has further strengthened the bond of the community participation in the activities of the NGO. The children participate in all the cultural activities of the agency and also in the local festivals.



Campaign for the community involvement

A community wing, functioning separately for the last 25 years, is merged with NFE wing to form a **Community Education Organisation**. The community education organiser maintains regular contacts and rapport with local community members.

9. Achievement of Objectives (Success rate/Mainstreaming)

The table given below shows the number of children enrolled, retained, completed primary stage and those mainstreamed for the last three years.

Year	Total No. of children enrolled			No of Children retained after completion of					No of children completing primary level			Total No of children Mainstreamed								
												Formal Schools			Engaged in other activities					
	Boys	Girls	Total	I yr	II yr	III yr	IV yr	V yr	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	T			
99-2K	2419	1739	4158	3112	NA	NA	NA	NA	NA	NA	NA	785	640	1425	NA	NA				
2K-01	1873	1736	3609	3609	NA	NA	NA	NA	NA	NA	NA	1020	1014	2034	NA	NA				
01-02	2638	2217	4855	4585	NA	NA	NA	NA	NA	NA	NA	1272	874	2146	NA	NA				

N A - Not Available

It can be noticed from the table that a fair number of children were retained after completion of 1 year. Also, during the last three years (1999 – 2000, 2000 – 01, 2001 – 02) nearly 34%, 56% and 46% of children respectively have been brought into the formal system of education i.e. mainstreamed.

This shows that the agency has adopted a definite strategy in this regard which has been effective in achieving the goal of UEE to a great extent.

Regarding involvement of children in vocational skills, specific data could not be available.

10. Scope for Replication of the Model

There is definitely a scope for replication of the following aspect of the project:

Transforming of schools into self-sustaining units by giving these schools to the community, whereby the community with the assistance of teachers, land and building can support the schools. Thus, education cannot be a privilege of some but comes to the hands of the people. The philosophy of **“Our Children Our School”** is a good intervention to work for the benefit of the community. Other aspect, i.e. 'Intensive campaigning for 100% enrolment' can also be replicated in similar situations.

Concluding Remarks

In view of the above, the investigating team is of the opinion that

- (i) Sincere effort made for enrolment of children, definitely works. In other words, we can achieve 100% enrolment and thus achieve the goal of UEE.
- (ii) Community participation is an important component to achieve Sarva Shiksha Abhiyan. Involvement of community is essential for having success in this regard. With the help of community, a self-sustainable model of education can be established.
- (iii) Capacity building of functionaries is also essential for success in important National educational endeavour.
- (iv) During training programme, emphasis on methodology of teaching and mastery on subject matter is worth mentioning.

DECCAN DEVELOPMENT SOCIETY

1. The Agency – Background (Programme And Activities)

Deccan Development Society (DDS) is spreading the message of alternative education to the villagers in Zaheerabad region of the Medak district, Andhra Pradesh. DDS is working amongst the rural Dalit community and the development of women in and around the villages in Zaheerabad. The most important activities in which DDS is actively involved is **permaculture, community grain fund, community gene fund, and collective cultivation through land lease and loans**. The Project was initiated in Jan 1993.

The Project activities of the agency are implemented through **Pachha Saale**, this means the **Green School** it is in Jarasangam Mandal, Medak district ,A.P. The DDS green school is the hallmark of Deccan Development Society, a School which establishes DDS as a self sufficient unit, self sufficiency in food, in culture, in value systems, is not having to look outside for support of any kind.

The school is intended to further these values right from childhood through both formal and non-formal structures. Educational institutions very inadequately serve the region where the Society works. The rural schools are hardly manned and lack the basic facilities Upper primary and higher secondary schools are very few and far between both metaphorically and geographically. This is hard on the poor who cannot send their children, especially girls to great distance for learning.

The green school is a novel and experimental school for rural children situated in Machnoor village six kilometres away from Pastapur village, the headquarters of the society. This school is an example of a low cost environmental friendly construction, which was done by DDS at Machnoor.



Bird's-eye view of DDS Green School

Those who go to the existing rural school do not find the learning useful for their day-to-day living nor does it give them enough confidence to get out of the villages to earn a respectable livelihood for them. Neither does it give sufficient insight into their own lives to inculcate respect for their own milieu.

Education is the basic thrust for "Learning and earning together" The system of education in Medak district of Andhra Pradesh is one of the most backward systems in India. The main focus of this innovative school of DDS is imparting education for earning a livelihood and for creating an effective education system. The school is called; **Permaculture School for Self Reliance**". The term Permaculture means Permanent Agriculture, which is integrated into the learning process By Permaculture the children are taught how to plant and manure the trees from low cost and environment friendly techniques.

2. Organisational Set-up

The Management Board of the school is constituted of a set of rural women who participate in the framing of the policies and curriculum, contributing their rich understanding of agricultural and health practices, folk arts and crafts, culture and regional history. Village level Pachha Saale committees of mothers

have been formed. The Advisory Board of the agency consists of village women. The school activities are managed by **Teacher's Council**, which takes all the day-to-day decisions. The school also consists of the **Children's Council**, which is a part of the management structure of the school. The Council is formed by all the children in the School who participate in the two meetings organised every month, one with the director of the school and one with the teachers of the school. They represent the other children of the School and bring their opinions, suggestions and problems to the meetings. This has helped the children to participate in the activities of the school.

3. Rationale Behind the Initiative

The agency had a vision of empowering of out-of-school children through education and vocational skills. The agency realised that girls in the rural districts shunned from going to school because of various traditional and old belief and customs. Girls are still married off at an early age in many part of Andhra Pradesh. DDS felt the need of encouraging girls particularly to come to the school and learn.

Being concerned of the unenrolled children particularly for girls, DDS took the initiative of enrolling at least 60% girls into the school. The agency visualised to establish a school of learning, which can take care of children of downtrodden, who do not have access to formal school due to their social and economic backwardness. Releasing bonded children labour from the clutches of landlords and bring back them to school and teaching them a variety of vocational skills, was another concern which prompted DDS to launch this educational endeavour in the area.

Presently girls from the area are learning various skills and practicing various agricultural activities to help grow better crops.

4. Target Group

The agency's activities aimed at rehabilitation of child labourers in the age group of 8-10 years and dalit and backward groups of Medak district and children of poor landless labourers. The agency also runs a school for dropout and older children who have had no chance to attend school. The target group also includes children above nine years of age who could not go to school at the right age.

5. Specific Objective of the Programme

- To establish a school of learning which can take care of children of down trodden who do not have access to normal schools due to their social and economic backwardness.
- To reduce bondage of children in the rural areas by drawing them to the school and teaching them a variety of skills through which they can become rural entrepreneurs and self-reliant in their adult life.
- To create regional self-sufficiency in food, without having to look for outside support of any kind, by imparting proper education suitable to dry land agriculture to rural children of agricultural background.
- To help the children discover a healthy relationship between nature and organic agriculture To enable the children redefine scientific agriculture devoid of chemical fertilizers and pesticides in the framework of their traditional knowledge.
- To provide opportunities of learning to children of this area where there are no educational institutions.
- To build capacity of children to earn their livelihoods through skills learnt along with formal education, during their stay with the school
- To run the school for dropouts and older children condensing a 10 years of school education to five years so that they recoup the period lost by them
- To select such skills as can be useful to earn their livelihood where they live without any migration to other places in search of livelihoods.



Girls Participation

6. Profile of Functionaries at Various Levels – Duties and Responsibilities

The School is managed by the community, which is looked after by the functionaries of the school. The Director handles all the daily affairs of the school. He visits the school and monitors all the school activities, attends to the problems and difficulties of the children as well as the teachers face in the school. Besides these, he handles all the administrative matters of the school and the agency.

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>
Mr P V Sateesh		Director
Mr K Bhimsain Murthy	B.Com	Admin Accounts
Anishamma	Illiterate (Permaculture)	Training Faculty
Lakshmana	Illiterate (Pottery)	Training Faculty
Mannayya	Illiterate	Training Faculty
Yesappa	Illiterate	Training Faculty
A Devdas	10 th Pass (Carpentry)	Training Faculty
P V Rama	12 th Pass	Training Faculty
P V Raghu	12 th Pass	Training Faculty
M Kavita	B Ed Hindi	Training Faculty
K Sumaini	M A	Training Faculty
M Sugreev	Civil Engineer	Training Faculty
J V Prashodham	B Sc Physics	Training Faculty
N Narasimha Reddy	B Com	Training Faculty
Mohammad Sardar Ali	B.Com ,B Ed	Training Faculty
Mr Sanjeev Reddy	12 th Pass	Training Faculty
Gaun	Illiterate (Pottery)	Training Faculty
M Raju	12 th Pass	Training Faculty
M Rajappa	B A	Training Faculty
M Ratnam	12 th Pass	Training Faculty
Mrs Pramela	10 th Pass	Training Faculty
Balamani	12 th Pass	Training Faculty
Y Manikyan	10 th Pass	Training Faculty

The teachers of the agency are involved in conducting training programmes from time to time. The teachers and the administration have a warm relationship, any one can approach the agency with any problem and doubts. The agency seeks to solve the problem in the next forthcoming meetings.

7. Innovative Features:

No specific Classes but innovative groups

The following scheme shows the division of pupils in 6 groups according to their literacy level/ individual alphabetic knowledge and abilities.

- Chiluka Parrot
- Pichuka Sparrow
- Pavuram Pigeon
- Palapitta Kingfisher
- Kokila Cuckoo
- Chekumiki Woodpecker

The groups are formed on the following basis.

While the children in *Chiluka* are illiterate when they join the school, the children in *Pichuka* know only alphabet; the children in *Pavuram group* can recognise words and perform simple mathematical functions – multiplications and divisions. The children in *Palapitta* are more conversant with complicated words and sentences and can do a higher level of mathematics. The last two groups are introduced to scholastic studies in the form of various subjects like science, mathematics, social studies, history and languages, such as, English and Hindi. However, the other groups also learn about various issues related to science, social studies but not as specific subjects; they learn these through various interesting project works and assignments which make sure that the concepts which are introduced to the children could be relevant in their everyday lives and they are not vague, unintelligible concepts.

The naming of birds for a group of six has got certain logical reason. The minimum age for going to school is 9 years. The students might have a feeling of inferiority being assigned to the first class or second class. So DDS has replaced the regular class system by names of birds, which are also related to the system of permaculture. This has removed the usual role of passing the first class to get into the second class. At the Green School if the learning and understanding ability of the child is good he can move on to the other class

Permaculture

Working at the Permaculture farm is the most innovative aspect of this education. This has developed a cadre of children who are able to understand the complexities of the modern green revolution and the havoc it has brought on their environments. The technique of permaculture has equipped them with a humane and scientific understanding of their environment to combat this.

Permaculture is an innovative organic agriculture practice, which lays emphasises on planning and designing in nature. The children in permaculture learn the following.

- Raising a nursery by proper mix of sand, soil and manure, putting them in poly-bags making nursery beds, sowing seeds, observing and recording germination etc.
- Planting: Digging pits, creating proper microenvironment in the pits and planting sapplings.
- Mulching: Techniques of mulching with grass, stones, leaf and other mulch material in order to save water and to create a predatory friendly atmosphere and to stop weeds from growing.

Besides these, they learn Compost making, identifying seeds and leaves, recording various uses of plants and trees in the surroundings, trenching, contouring and other soil and moisture conservation structures. They also learn the skill of using natural fertilisers like farmyard manure and green manure, discussing the disastrous consequences of chemical fertilisers, introducing tree culture and its relationship with farming like nitrogen fixing, loosening soil etc

The permaculture philosophy has given them strength to understand the sound Indian tradition, especially its relation with plant and animal life. It has helped the children to practice them in their own environments. There is a definite impetus on sustainable development to watershed and conservation of biodiversity for empowering women.

Flexible school timings

The school hours are flexible according to the seasonal requirements of the region and the children are given holidays when they are required for harvesting, sowing and other verbal activities for their parents.

Gender Equity

The school has designed its curriculum within the framework of gender issues. Apart from sensitising the children to gender equality, the school through its activities like breaking work stereotypes (making them understand that there is nothing like a typical male work or female work) helping them transcend gender differences so assiduously structured into our oppressive society. Several exercises and learning situations have been built around this component for its better comprehension.

Participation of Dalit Students

DDS has ensured intensive participation from the dalit students especially girls. The agency has provided them a rich learning environment and is trying to trigger off their built in creativity. To make it possible many local artists and scientists are participating in this experiment of the agency.

The school acts as a centre for creative learning and is gradually reaching out to help not only the other learning centres like NFE and Balwadies (run by the society) but also to the government schools in the neighbourhood.

Condensed Education of ten years to five years

Instead of going through the rigidity of the regular school year the children are being encouraged to take entry from the multiple points available for them in the education system. Thereby they sit for exams in Class V, Class VII and Class X. Children are prepared according to their capacities, needs, pace of learning and aptitude. This has a direct impact on the curriculum, which is child centred rather than teacher centred.

A condensed form of curriculum which covers the course content of the first ten years of formal schooling in five years, enabled the children to appear for Class X examination into five years.

Operation Zero Drop Out

To rectify an alarming trend of dropouts amongst girls in the school, DDS has taken up a special program to concentrate on the girls i.e., 'Operation Zero Drop Out'. Under this each of the school teachers have individually adopted six to seven girls and have meticulously followed the attendance, progress and personal problems of each of the girls. They are personally responsible for each of these girls they have adopted Irrespective of whether the girls are from the same class or not. These teachers meet the parents regularly, as part of the program. This kind of individualised counselling has helped a lot in the area of girl education. The attendance of the children have improved after this particular effort and the performance is far better in the class. There is also a significant shift in the student teacher rapport and relationship.

Vocational Skills

Half of the school timings is utilised to meet the academic needs of the formal education and the other half to train the children in the skills and to involve them into vocational and craft practices.



Children at the Jaggery Unit

A variety of vocational skills, are imparted to the children which could together make them rural entrepreneurs and enable them to stay within the community and become responsible citizens capable of rebuilding their own communities. Presently the School is offering the following Skills:

- Carpentry
- Masonry
- Pottery
- Tailoring
- Book Binding
- Permaculture
- Herbal Medicine making and
- Para veterinary services.

Since the basic philosophy of the School is to build Life Skills in the children, all the children are given exposure to learn all the skills. In the skill training programme, emphasis is given on the competence about the usages of various tools needed for any particular function. For example, in carpentry, tools

used are saw, chisel, hammer, etc. In tailoring activity like, stitching, hemming, using the sewing machine etc. Evaluation tools have been designed to measure the achievement of competence of the children by the project personnel.

Ganuga Project

In the recent past the job of crushing of sugar cane was confined to a few farmers. Some farmers used to do this activity on their fields, while some of used to dispatch this to the nearby sugar cane factories. Sugarcane is one of the major crop of the area. There used to be an agreement with the farmer for crushing and release a part of the amount as a bond to the farmer. This had many limitations. Farmers used to suffer monetary loss.

DDS has started a unique project called **Ganuga**, which has increased the general awareness about the implication of this activity among the children. This has provided 'know how' about the preservation of traditional verities of Sugarcane and agricultural seeds. The preparation of jaggery and its use is taught to the children. Since DDS's philosophy was to sustain the traditional crops, particularly sugar cane, it has become compulsory for teachers of Pachasaale to integrate jaggery making skill into educational programmes. Since the Green School has a curriculum which connects two main topics, i.e academic instruction and skill training, the Ganuga Project has been integrated into the main curriculum.

Festivals

In the region of Medak district, people of all communities celebrate the community festivals like Moharrum, *Endlukatte* Punnam and Erovaka Punnam, in which all the villagers take part in the celebration, share work and enjoy.



Republic Day Celebration at Green School

DDS also celebrates the festivals which help the communities to come together and live in cooperation DDS's philosophy is, " all are united." It has been effective for recovery and revival of healthy culture in the community.

These festival depict the old traditional agricultural crops methods and which reflects respect to the local festivals and culture. All the features of the se festivals have been integrated with the curriculum, which are as follows:

History of the festival-	Why, when, how by whom, where from when the festival is celebrated, History of the materials used during the festival
Geography of the festival-	Seasons, land and soil, crops, climatic conditions, importance of the moon in agriculture studies.
Sociology-	The phenomena of superstition, wages and labour differences, farmers community relations
Civics-	Village Heads participation, Role of Panchayas in local politics,
Biology-	Crops, types and names, birds, pollination.

Chemistry-	Temperature, alcohol
Physics-	Agricultural tools, materials needed for festivals
Economics-	Expenditures of the festival material, crops (loss, profit and marketing), loans, wages and labour.
Telugu-	Importance of the festivals, stories and songs, food, decoration, new clothes, customs (tradition, culture, way of celebration), superstitions.
Mathematics-	Time and work, money, statistics, interests, proportions, graphs, Addition and subtraction.

Educational tours constitute an important aspect among other scholastic activities undertaken by DDS.

8. Core Activities

8.1 Teachers Training

The teachers in the programme are mainly dalit youth, women and men who are less qualified. The senior teachers conduct teachers training and orientation programme. Workshops are also conducted to orient them in the teaching learning process. Training manual has been adapted which is prepared by the agency called, Anand Bharathi School, Hyderabad'. Duration of the training programme is generally of three days. The methodology is followed is mostly play way.

8.2 Development of Teaching-Learning Materials

At Pachha Saale most of the education material is prepared by DDS to meet the particular needs of the children. The teachers who teach, assigned to design their own textbooks, which are reviewed every year to meet the demands and needs of the children. The teachers ensure that their curriculum is according to the needs of the children.

8.3 Teaching-Learning Strategies

Various kinds of pedagogical methods like Topic Method is adopted in the school. Teachings learning strategies like story telling, drawing, clay models, wall newspapers are introduced to make teaching and leaning more interactive. Some of the methods are adopted keeping in mind the irregular attendance of the children. Whatever methodology is adopted, care is taken to see that the children develop respect to their own environment and community, for the indigenous knowledge of their own people and for their own culture and life style.

Flash Cards, Play-way methods are followed in the classroom process. Much impetus is given on the practical methodology whereby the children can do and learn at their own pace and leisure. Children are not forced to learn, rather , they are encouraged to do and learn at their own pace.

8.4 Monitoring and Evaluation

Internal examinations are conducted in all the classes to upgrade the children from one group to another. The School has made efforts to get rid of competitiveness and individualism embedded in the examination system. The agency follows a unique pattern of report card, which is very different from the formal school report card. Every teacher draw out a graph with different colours to show how much a child has scored in a particular subject. The graph method is easier to understand for the illiterate parents to know how much his/her child is learning at the School.

8.5 Community Involvement for Programme Enrichment

DDS is an organisation with a total focus on empowerment of women. Therefore all its programmes are designed and managed by women of the community.. The community is called *Sangham*, which consists of poor dalit women. The *Sangham* meets regularly to discuss overall issues related to enrolment and extent their support in convincing parents to send their children to the school regularly. Pachha Saale has built up an active role for the community in all their agenda of work related to educational activities

Mothers Committees - innovation towards communities wide role:

Mothers Committees are created to monitor attendance and progress of the children attending the Pachha Saale which were formed in five villages, where five women from each village take responsibility to see that the children enrolled in the school, get ready to leave for school in time in the morning. If a child stops coming to the school, they talk to the parents, find out the problem if any, and tackle it to the best of their capacity

The Mothers Committee organises periodic meetings with the teachers to monitor the progress of the children attending the school and report the same to the parents in the village. They are expected to get themselves acquainted with various practices of the school, any changes therein and ensure that the children do not miss their classes.

9. Achievement of Objectives (Success rate/ Mainstreaming)

The table shown below reveals the number of children mainstreamed into formal school during the last three years which is not much encouraging

Year	No. of children enrolled			Total No retained			No of children completing primary level			Total No of children Mainstreamed					
										Formal Schools			Engaged in other activities		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	T
99-2K	78	71	149	57	54	111	24	28	52	4	5	9 (17%)	NA	NA	
2K-01	65	72	137	54	49	103	29	39	68	8	3	11 (16%)	NA	NA	
01-02	59	65	124	46	47	93	19	28	47	8	2	10 (21%)	NA	NA	

NA— Not Available

10. Scope For Replication Of The Model

There is a scope for replication of the model. This is the only school in all the case studies, which has the most modern equipment at use by the students. In this school we can notice that modern gadgets like, the Computers, Cameras, Radio, Televisions, Video cameras, Video Recorders, Handy Cams, Beta Cams are all used by the students and teachers alike. Students not only who are senior or elder, all the gadgets are used by all the students i.e. whosoever likes the equipment is given a choice of handling it on their own. In a country where elders in house are the sole users of such equipment, this is really worth notice when you see these gadgets in young hands. This approach has proved to be very effective in motivating children for coming to the school and learn.

Skill knowledge and its know how, which is the most important aspect in the present scenario, which is being taught to teach the children a better way of livelihood. Modern skills such as, auto repairing, motor rewinding, ceramic kiln, and photography are the new skills which are under consideration by DDS to introduce for the children who are studying in the green school of DDS.

The educational components combined with a definite impetus on agriculture has added strength to the project activities. These days everybody is migrating to the cities for the search of jobs and find agriculture less lucrative as the cost of agriculture is increasing day by day. Agriculture procedure is taught to the children to emphasise that agriculture is a safe vocation where by organic and cheap fertilisers can be used to raise a cost effective produce which is worth replication all over the third world which is facing the same kind of problem.

Concluding Remarks

On the basis of Primary and Secondary data and field observations, the investigating team is of the opinion that.

- (i) Activities undertaken by DDS can be said to be a good example of EGS and AIE or Non Formal Education, which is uplifting the poor and

backward people of Medak district and emphasising empowering women in all fields. Education along with traditional skills and modern technical knowledge about equipment like radio, television and computers has paved a bright future for the children of the concern area

- (ii) The programme is innovative and has innovative features as stated in item number 7.
- (iii) Permaculture technique introduced by the agency has proved to be affective in making the rural youth self-reliant. Through this the children have able to understand the strength of Indian tradition in relation with flora and in particular.
- (iv) Grouping of Children as per their literacy level is unique in nature. This has minimised the feelings of inferiority complex among the children.
- (v) Formal School curriculum of ten years condescend into five years has been useful for the drop outs to complete ten years of schooling in five years
- (vi) Formulation of Mothers Committee has been affective in monitoring the attendances of the children in the school. This is encouraging in many ways and contributed in enhancing girls' enrolment.
- (vii) The use of a unique form of report card, has helped the parents, who are mostly illiterate, to understand his/her child's progress easily.
- (viii) Agency's special initiative to 'zero drop out rate' for girls is significant in the context of SSA, which emphasises the enrolment of girls. This effort also takes care of one of the major concern of UEE.

AAPANACH

1. The Agency – Background (Programmes and Activities)

The initiative of Aapanach is **“An Educational Movement of the People..... by the people for the People”**.

‘Aapanach’, which made its beginning 15 years back as an informal group of some volunteers has now grown up into a registered organisation working in the field of education of for out-of-school children. The aim of Aapanach is to develop *volunteerism* among the like-minded members of society to solve educational problems. The activities of the agency is based on a scientific approach of research undertaken while solving problem. Enrichment and capacity building of Education volunteers during the process of solving problems is the main thrust of Aapanach.

One such problem, identified by volunteers of Aapanach was related to education of children who were out-of-school or drop-outs, mainly engaged in income generating activities. Aapanach which literally means ‘**we the people**’, mainly, is an organisation in which its members share their views and ideas to workout the solutions of various problems which are contextual in nature.

The agency mainly works for the upliftment of the children from disadvantaged class of the society particularly street and working children and slum children engaged in various types of unorganised economic sector. Children, who come to the centre, generally belong from the following categories

- (i) children working in restaurants and in small food stalls, tea stalls (called *tapary* in local language)
- (ii) children of labourers (and also working) at construction sites, brick kilns etc;

- (iii) children of nomadic tribes e g those who come to the city from Rajasthan to prepare statues of Ganapati for 4-6 months
- (iv) children of prostitutes
- (v) children especially girls, working as servant maids in homes
- (vi) children working as rag pickers
- (vii) street children found at railway stations, bus stations, public places, on main roads in the city etc Children who work as street vendors
- (ix) Children, especially girls, discharging adult responsibilities at home

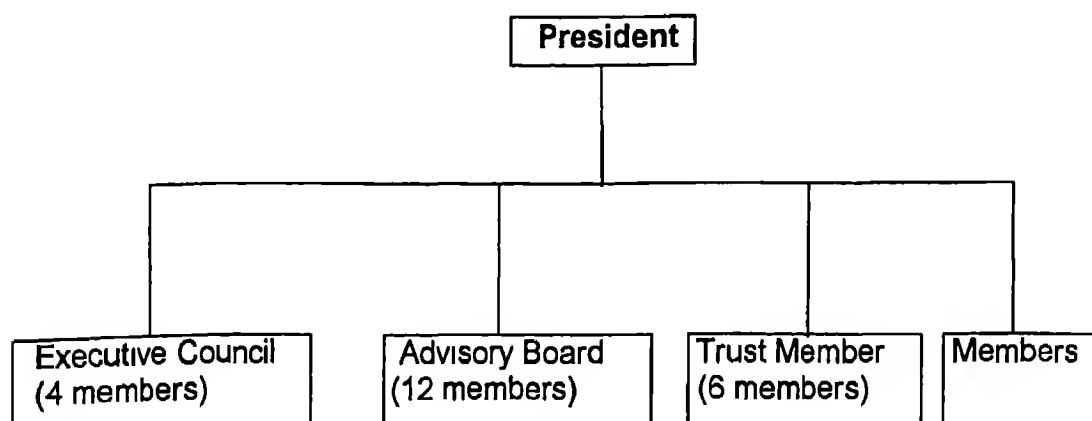
To carry out activities for street/working children the agency had identified some areas around Pune city Every member of the agency is involved in project related activities like research and documentation The experiences helped in solving problems in the collective efforts of like-minded people and also with the help of people having basic ideological differences When it became clear that "together" much can be achieved, it was felt that informal efforts should be converted into an organisational set up Subsequently, the agency came into being in 1999 as a registered organisation

During the last 2-3 years the agency has undertaken developmental activities particularly meeting the educational needs of the working children, which has emerged as a unique example of voluntarism in this area

'Under this, all education volunteers had offered their services voluntarily. In fact, the whole approach of educating unaccounted children based on the principle of volunteerism'.

2. Organisational Set Up

In Aapanach there are a few managerial offices created to support the president. These offices are President, Executive council, Advisory Board, Trust members and other of the organisation members. Their working and decision taking level is different from one another.



Reports revealed that the president is the overall organisational head in 'Aapanach', under him/her some subordinates are there, for help/assistance.

Executive Council consists of Chairman, Secretary, Joint Secretary and Treasurer. In Executive Council, there are four members. All of them have been assigned significant duties and responsibilities related to the project.

The Advisory Board consists of twelve members. These members help the Executive Council in implementation of programmes.

Six trust members (permanent members) are involved in developmental/promotional activities under Aapanach, wherever this could be possible.

The Board of Trustees

The board of trustees comprises of those members who signed on the day the organisation was registered. It was decided that after every five years, one

third of the members would retire and would be replaced by the persons from the list of the life members. The Board of Trustees takes the policy decisions.

The Central Working Committee

The central working committee comprises of eleven members which include 3 trustees, 4 life members, 3 general members and one coordinator of the local working committee. According to the policy of the trust, this committee takes up the planning and implementation of different programmes. The period of this committee is for 5 years.

Advisory Committee

This Advisory Committee comprises of the selected members from the list of donors, lifetime and general members and also distinguished members of the society chosen by the president. The task of this committee is to advise from time to time in maintaining the high standard of the goals and objectives of the trust.

The trust mainly works in the field of identifying the problems in the educational system, discusses the remedies for the same and also implements them. While doing this, efforts are undertaken not only to solve immediate problems but also to develop method for a permanent solution. To do this efficiently the trust aims at building up a movement of able volunteers.

Members of the Trust

There are 27 life members, 24 general members and 19 preliminary members till date.

3. Rationale behind the Initiative

Education of out-of-school children is an important component of Universalisation of Elementary Education (UEE) for which Aapanach is constitutionally committed. There are 45 million children in India in the age group

of 6 – 14 who do not go to school. Some surveys point to the magnitude of the problem. In a survey made by organisation 'Pratham' 1400 child labours were found in a day. Child labours form main category of out-of-school children particularly in urban areas. When the volunteers of 'Aapanach' undertook survey of Pune city in 1998-99, 15-20 out-of-school children were found in each slum. Nearly 20 such slums were identified at that time.

Keeping the above points in view, Aapanach initiated educational activities to **reach to the unreached** particularly to the street and working children. In this endeavour Aapanach took initiative to reach like-minded people who are equally concerned and active in the field of education for out-of-school children. Agency's main concern was, **'How to reach to these children', How to identify the persons who would volunteer for teaching and other related aspects?** Because Aapanach is initiated purely on voluntary basis. In this endeavour the project volunteers have taken initiative to make people capable of solving their own educational problems and building a better society along with the education.

Education of out-of-school children/street children became the main activities of Aapanach. To meet the educational needs of these categories of children, the volunteers of Aapanach run non-formal education centres where these children learn literacy and life skills in joyful ways, visits to the places of varied interests, talking with doctors and interviews with persons from different walks of life are some of the other ways of learning for them.

Providing education to out-of-school was a big challenge before the agency. Many issues were related for the education of these children like- 'How to identify out-of-school children? How to motivate them for learning? How to motivate their parents/employers? Which way is best suitable for their education? Where and how to teach them? How to face heterogeneity? Gradually all the above issues were dealt in details with other like-minded people and solution derived. Accordingly, the agency

took initiative to face these challenges and meet the educational needs of the children through an innovative approach. Since 1999, when the project was initiated, significant outcome could be seen with regard to education of these children. The agency is still in search of suitable curriculum, teaching-learning materials, teaching strategies and qualities of teacher, which would help to solve the complexity of the problem.

4. Target Group

Providing basic education to out-of-school children particularly street and working children in the age group of 8 – 15 years is the main target group of the agency. These children are generally not along with the education entrants in the school, dropouts, enrolled in school but not attending school regularly and working children. Working children are mainly involved in garbage and rag picking, washing cars, selling balloons, carry bricks, shoe polish and involved other petty jobs in restaurants. The background of the children of the *three* centres is given below

- **Centre at Fergusson Road**

There are 8 boys in the age group of 12 – 18 years at this centre, who wash cars on streets, spend their whole day on street, sleep under the staircase of a nearby building. The boys have left their homes due to unhealthy family atmosphere. Some visit their homes daily, some, once in a week, some once in a year. However, they do not like to stay at home.



Interaction with the boys at Fergusson Centre

They are dropouts at primary stage. When the children joined the centres, they were hardly able to read and write Marathi only. Now they have learnt to read and write English also. In this hardship of street life they enjoy their life. They earn rupees 50 – 100 daily, spend it in eating and watching cinema. Their habits of playing cards (gambling and eating Gutka) are now under control by the volunteers.

These children join the centre on their own for sometime and then leave the centre. Such a group of children is usually called 'floating'. This happens to be the main characteristics of these children.

- **Centre at Gawaliwada (Behind Alaka Cinema Hall)**

In this centre, there are 8 girls. All in the adolescent age groups. All of them work as maid servants in households. All are dropouts at primary stage. Economically they are more stable than the boys in the centre at Fergusson road.



Meeting the learning needs of the girls

- **Centre at Paud Road**

There are 15 children coming from nearby slums. Some elder children (age group 14 – 16) are engaged in income generating activities. Their family background is not sound. Some of them are dropouts, some go to school and

rest of them go to the centres run by Aapanach. Their attendance is however, not regular

5. Specific Objectives of the Programme

The specific aim of the project is to *'provide education to out-of-school children with a view to improving quality of their life and to develop a methodology for universalisation of elementary education in an urban area.'* In view of this the objectives of the project activities are to

- I. Identify out-of-school children in the city
- II Study their social and psychological characteristics
- III Provide basic education to the children through non-formal education programme
- IV Explore and tryout the ways to improve various aspects of quality of life of children like education, health and skill on income generation
- V Explore and try-out the ways of developing democratic values and attitudes among the learners
- VI Develop voluntarism among the members of the society for educating out-of-school children
- VII Study the process of capacity building of volunteers

It can be seen that 'Aapanach' is not only interested in education of out-of-school children but also developing a methodology of educating them. The aim of the education of the children is help them improve their quality of life. Objectives pertaining to their education are as follows:

- Help the children improve their quality of life by providing basic education to them
- Help them acquire basic literacy and numeracy and environmental knowledge
- Help them improve income generation skills

- Help them improve the health status.
- Help them develop democratic values

Keeping these in view, volunteers of Aapanach initiated this project entitled, "**providing education to out-of-school children**"

There are three centres working These are (1) Centre at Fergusson Road (2) Centre at Gawaliwad (behind Alaka Cinema Hall) (2) Centre at Paud Road.

6. Profile of Functionaries at Various Levels – Duties and Responsibilities

The innovative education programme is currently working through *three* centres It is under the overall charge of an officer called the Project Incharge who is responsible for implementation of the entire programme In addition, there are centre volunteers looking after the centre activities Volunteers are accountable to the Programme Incharge for weekly assessment/evaluation of the centre activities as well as progress of the children. Profile of project functionaries has been presented in chart below.

S No	Name	Qualification	Expenence in the area
1.	Dr Minal Naravane Project Officer	M Sc , M Ed , Ph D (Education)	6 years research + actual work
2.	Nitin Sonawane Programme Coordinator	M A. (Sociology), D C J	
3	Madhavi Mahajani Volunteer	B A. (Psycholgoy), Law (2 years)	3 years
4	Subhash Tambe Volunteer	M.Sc , MMS (2 years)	2 years
5	Reshama Joshi Volunteer	M.Com, Dietician, Homeopathic Practitioner	3 years
6.	Bhakti Dumble Volunteer	BA (Appeared)	1 year

Above chart revealed that the project incharge and education volunteers are highly qualified and the Project Officer has sufficient experience in working in the area.

The functions of the Programme Incharge and Volunteers are to

- (i) Supervise activities of the centres and facilitate teaching learning process by volunteers
- (ii) Conduct assessment/evaluation of the activities of the centres with volunteers
- (iii) Organise monitoring activities
- (iv) Record keeping

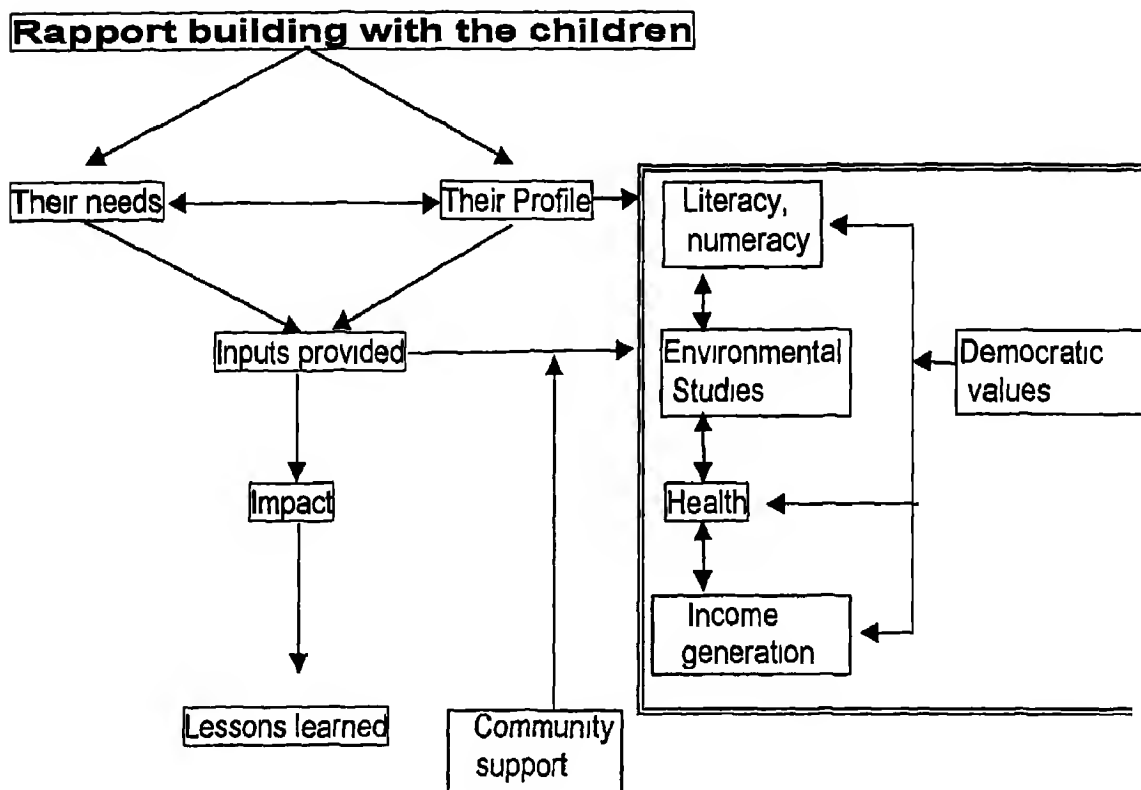
7. Innovative Features

One of the main objectives of the study was to identify innovative components in the project. Efforts have been made to find out innovative components in terms of materials, training, monitoring and evaluation mechanism adopted. Review of related materials and reports of the agency revealed the following as **innovative features** of the project activities

Total project work is based on volunteerism

Aapanach is a voluntary effort trying to find solutions to the emerging problems in the field of education, particularly education, health and recreation of street children

Efforts of local resource mobilisation in Rapport Building with the Children



The above chart shows the profile and needs of the children which were perceived during the process of rapport building and on this basis, different inputs were provided to them for their learning

In this effort, various means were adopted and different materials were tried to find the answers by the volunteers of Aapanach. This approach has proved to be effective to motivate the children to come to the centre regularly and learn about subjects of their interest. This approach was adopted in all the three centres having three different categories of children. In the process of rapport building, children were taught to write their own names.

Teaching-Learning Materials

The most useful means to reach these children is interaction with the children. Initially the children were hesitant to speak to the volunteers, particularly the girls. Discussion on topics like movies, police, crimes, incidents

on street accidents, their own experiences, their family and siblings and cricket brought these children close to education volunteers. They called volunteers as 'Tai' and 'Kaka'. Sometimes news from daily newspapers is used as a stimulus to initiate dialogue with them.

Through these activities education volunteers could unveil their innate abilities to learn. Gradually children started trusting the EVs. This facilitated the volunteers to develop understanding with the children. The children from all the three centres were very heterogeneous as far as reading and writing were concerned. Keeping this in view, volunteers procured and developed varieties of teaching-learning materials as per the need and aptitude of the children. Some of them are

- Interesting games which resembled their favourite game i.e. playing cards to introduce alphabets, reading, and writing
- Reading material which involved incidences from their life.
- Field visits to nearby post office, railway station, sugar factory, bus workshop, children Park, fort, sea beach, etc. were arranged to expose them to various environments
- Visits to exhibitions of art, craft, photographs, educational games and street plays, etc
- Education tools/aids for teaching of language and mathematics

To develop language competency among the children, the following materials have been developed

- (i) Alphabet card in Marathi language with picture.
- (ii) Durable and laminated cards for matching with words

Need and competency based curriculum

The needs of the children are identified through interactions. Accordingly, curriculum and course content were developed as per their needs. Recently, teaching of English (reading and writing) has been introduced to meet the learning needs of the children in one of the centres.

Among the routine centre activities of the centre, education volunteers give more freedom to the children to speak and express themselves in different situations. They are also provided opportunity to write and read various books made available by the agency. By this method, children are encouraged to be confident and competent persons in the society in dealing with day-to-day problems.

Volunteers adopt self-developed teaching-learning materials. These are ,card games, jigsaw, puzzles, worksheets, alphabet cards, models and some educational games available in market, etc

During teaching learning process, children are given more freedom to express themselves. This directly helps the child to develop language skill

Aapanach proposes to introduce vocational skill among children but specific strategy adopted for the same is not available till writing of the report

Birthday celebration is one of the important incidents of Aapanach by which the children's of Aapanach are made aware about their future

8. Core Activities

8.1 Teachers Training

Education volunteers engaged in the project activities are serving purely on voluntary basis for upliftment of out-of-school children as well as street children. As such training module for training has not been developed by the

agency It has been found that education volunteers held meetings and focussed group discussion to solve various problems faced by them in conducting centre activities They share their experiences and try to reach some solution as the situation demand

Sometimes meetings are organised with like minded people such as teachers, educationists, social workers and other experts to share their experiences on this matter

However, informal orientation programme for the education volunteers are held with the Project Coordinator where capacity building activities are undertaken, such as, discussion about teaching-learning material and there usages

This type of programme is generally participatory in nature focussed on peer group discussion regarding various problems and critical issues related to the cliental group Generally, the above mentioned activities are organised once in a month with minimum two – three hours in the presence of Programme Coordinator and the trust members Feed back of this kind of programme is received on basis of the observations made by Project Coordinator at the centre

8.2 Development of teaching-learning materials

Development of teaching-learning materials is found to be based on relevance and learning needs of the children Interesting games have been prepared which resemble their favourite games i.e playing cards to introduce alphabets To develop the skill of reading and writing, various types of reading materials have been prepared and contents are taken from their life situation and immediate environment

Various games, worksheets, passages for comprehension, pictures, cards, paper strips and teaching aids have been prepared for joyful learning.

The scope for expressing free opinions, views comments and beliefs have been left at every place.

Generally reading materials are prepared by project coordinator, education volunteers and interested trust member of the agency

8.3 *Teaching-Learning Strategies*

Transactional strategies are envisaged as one of the important core activities. This is the means through which the content of the material is communicated to the children. Exposure trips to the places like railway station, LIC offices, sugar factory, bus stop, children park, forts, sea beaches, etc has occupied an important place among other teaching-learning strategies adopted by the volunteers of Aapanach. Activities are organised enabling learner's participation to the optimum. Opportunity is provided to the children to express themselves freely during teaching-learning process.

Though It is difficult to provide effective and joyful learning experience to a heterogeneous group of children, who constantly come for learning and going to their work, within the limited space of footpath in the disturbing surrounding of a crowded road, volunteers tried their best to provide learning experiences in this situation.

8.4 *Monitoring and Evaluation*

Monitoring and evaluation is undertaken through hands-on-activity performed by the children. As such specific strategy or mechanism has not been evolved for the same. Evaluation activities are undertaken weekly and monthly by education volunteers as and when the situation demands. The project coordinator however, observes learners performance directly at the centre level. The learning outcomes in terms of behavioural changes among the children assumed as indicator of achievements.

8.5 Community Involvement for Programme Enrichment

Frequent health check ups, medical aid and consulting doctors are some of the activities where social workers and community members are directly involved. While organising workshops, like-minded people contribute financially and non-financially as per the requirement of the situation. While interacting with a teacher from the community, the team was told that he develops materials whenever needed. People concerned for the education of the out-of-school children contribute in the form of funds, stationery and by participation during workshops.

Other educational and social institutions, and trusts, rotary clubs, factory managers, doctors, advocates, police officers and shopkeepers have cooperated in the functioning of the project. Many individuals are involved in the process of teaching learning at the centre for some days as per their conveniences. Moral support from like minded people of the society for this initiative is itself a great contribution for its continuation.

9. Achievement of Objectives (Success rate/Mainstreaming)

The project has been initiated during the recent years, since launching of innovative projects was in the context of realising the goal of UEE. Hence mainstreaming of the children from the EGS&AIE centre to formal school is supposed to be one of the main criteria of assessing success of any project activity. Mainstreaming of the children in this case is however not physically viable since children are engaged in income generating activities. Data available in this regard is presented below. Regarding enrolment and retention of student during the last three years the number remains the same in two centres except one where out of ten boys eight of them retained.

Enrolment and Mainstreamed

S. No.	Year (Academic year)	Total No. of children enrolled		Total No. retained		Number of learners completing the primary level		Total No mainstreamed			
		Boys	Girls	Boys	Girls	Boys	Girls	Formal		Other courses	
	S1, S2, S3, S4							Boys	Girls	Boys	Girls
1.	1999 – 2000 (1 centre)	10	N A	8	N.A.	N.A.	N.A	N.A	N A	N A	N A
2.	2000 – 2001 (3 centres)	20	20	16	20	N A	N A	N A	N A	N A	N A
3	2001 – 2002 (3 centres)	16	20	16	20	N.A.	N A	N.A	N.A.	N.A.	N.A.

N.A. – Not Available

S1 – First Semester S2 – Second Semester S3 – Third Semester S4 – Fourth Semester

As shown in the above chart that mainstreaming of the children in the formal school could not be done. In fact, children of Aapanach are already engaged in income generating activities. Agency's main thrust is on increasing the quality of life of these children. By providing basic literacy, they try to develop life skills among these children. So that they can carry out their day-to-day activities and they do not become an anti social element for the society as a whole. During the past years, this effort has borne fruits as these children are gradually growing as a responsible member of the society.

10. Scope for Replication of the Model

Organisation of **joyful learning activities** is one of the significant components in which the children are taking interest to join regularly in NFE classes. These are songs, games and exercises full of activities. It created learner centred environment so that they are self-motivated to learn. This approach has adaptability to similar situations.

Volunteerism is the principle adopted: The volunteers of Aapanach are self motivated to bring out behavioural changes among the street and working group of children by providing basic education and numeracy. At the same time, the agency has felt that providing basic education to this category of children is not sufficient. They felt need of imparting some life skills regarding health and hygiene, nutrition and profession, enabling the child to handle day-to-day activities confidently. Adopting the principle of volunteerism the project personnel attempted to inculcate these life skills among the children. This approach itself has potentiality that could be adopted by like minded and committed people intended to work for out-of-school children.

Empowered!

A girl at Gawaliwada a centre got married. She gave a book on Child Birth and Growth to her husband for reading (The book was shown to her at EGS&AIE centre). Both of them decided for family planning for three years. She was thankful to the education volunteer for enabling her for taking right decision at right time.

Concluding Remarks

On the basis of Primary and Secondary data and field observations, the investigating team is of the opinion that

- (i) Main thrust of Aapanach's is to raise the quality of life of street and working children by providing basic education i.e., literacy and numeracy.
- (ii) The project activities have been able to inculcate healthy habits among the children. It has brought significant impact on them, now these children buy story books. They read these books at their leisure time. It has developed interest for reading among the children.

- (iii) Curriculum used by the agency is need and competency based which proved to be effective for these children to carry out their day-to-day activities. Teaching learning material are based on relevance and learning needs of the children, these includes pictures cards, passages of comprehension, paper strips and other varieties of teaching aids to create interest for learning
- (iv) Different curricular concepts are transacted through topics, which are familiar to the children, relevant as well for their work places This is one of the major innovative approaches adopted by the agency
- (v) Capacity building of Education a volunteer is under taken through discussion, sharing of experiences and observation of the behavioural changes reflected through different activities performed by the targeted children This is another significant feature of the agency's activities Focused group discussion is also adopted for capacity building of the education volunteers.
- (vi) The entire implementation process of the project activities is based on the principle of volunteersm. This has enough potentiality and can be adopted by other like minded people involve in developmental activities in the society at large.



KONYAK WOMEN AND CHILD WELFARE SOCIETY

1. The Agency - Background (Programmes And Activities)

Konyak Women & Child Welfare Society (KWCWS) has been working in the Wakching block of Mon District, Nagaland for the last 17 years. Konyak is working for local tribal and addressing to the concern and pressing problems of Nagas and other local tribes. **Main focus of the organisation is on upliftment of the conditions of women and children of the marginalized population.** Organisation's vision is to create an atmosphere where all the marginalised people of Nagaland could flourish and have their say in policy making so as to create leadership to struggle for the rights of the deprived people. KWCWS believes in integrated and holistic development of the society in the operational areas of the project and is making efforts towards generating social awareness by means of organisation of seminars, workshops, essay competitions, etc.

The main focus of the organisation is to initiate positive action for upliftment of the condition of women and children through various development programmes such as education, social justice, housing, health, income generation, etc. KWCWS is making special efforts to develop and inculcate self-confidence and self-esteem among tribes to enable them to establish their own identity.

One of the most important activities of the society is managing and running the "Kengpeng School". The school was set up by the society about ten years ago for the benefit of the local communities. The school's basic objectives in the past were to just make the tribal population get exposure and learn. But now for the last few years, the school has formalised itself in the basic working and functioning of a school. It has its premises in Wakching Block of the district Mon of Nagaland. KWCWS is working towards ensuring that every child in every village goes to school.

In the villages where KWCWS works, the focus remains on education which is considered as the gateway to progress. Non Formal Education (NFE), which started begun to impart literacy to child workers who have to toil all day in the fields. The cultivation practiced in the area is termed as **Jhum** cultivation, which can be best described as shifting cultivation. The villages remain the same place generation after

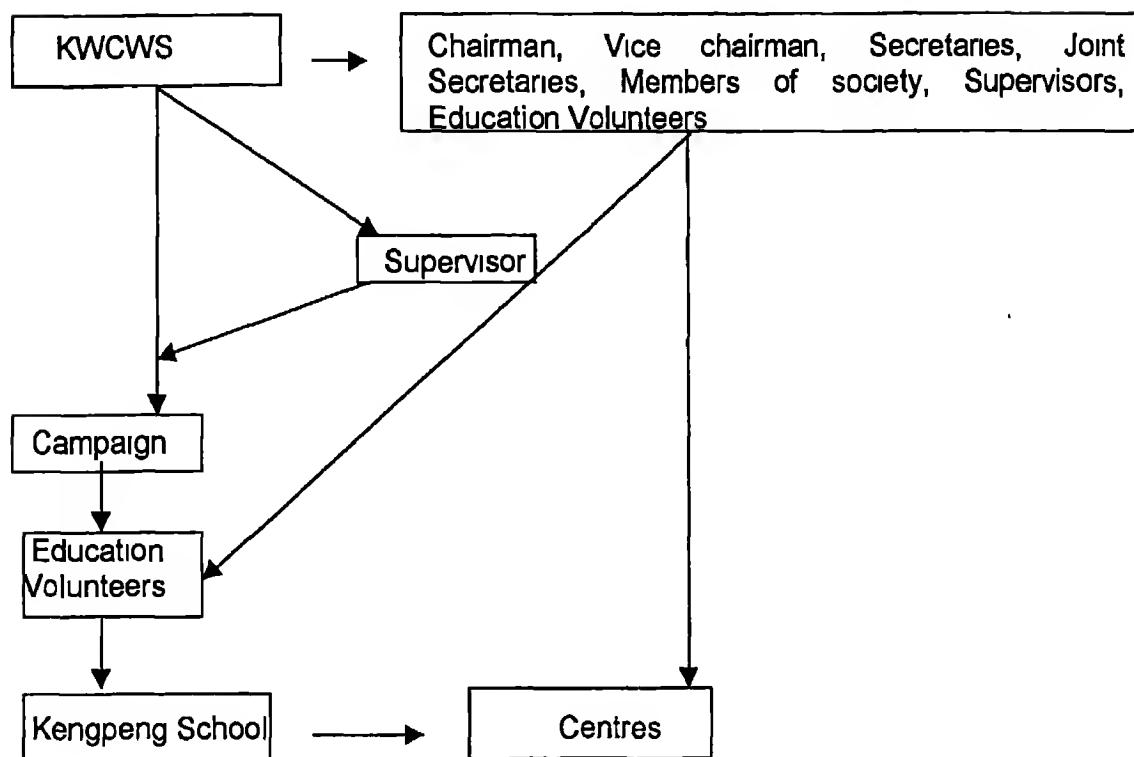
generation but the cultivation shifts gradually from one place to another year after year. Wherever possible the tribal communities practise it in many of the hillsides. This is the only practicable method of land utilisation and the children in the area have to work towards cutting and putting most of the time tending the fields.

Next most important thing in the hills is fetching water which is a very valuable thing of the hills as every child has to walk at least two kilometres to fetch clean drinking water from the springs seeping from the hills. The children have to do all the household chores everyday putting a lot in the house. So KWCWS worked out a new time schedule for the school. The school is held twice a week starting at five thirty in the morning for one hour and then in the evening at six for one hour. The timing's, the academic schedule, and the working days are all tailored to suit children who come from agricultural families. There are about 227 children in the schools run by KWCWS now. Most of the parents being only small-scale cultivators could not afford sending their children to the formal school. Thus realising the need of the hour, the KWCWS has taken up the challenge to run non-formal education centre at Wakching Mon district Nagaland. The attempt of opening the Naga tribal training centre started in the year 2000 when it opened five learning centres under this unit.

2. Organisational Set-up

KWCWS is an organisation managed by a body comprising of Chairman and functionaries who supervises the campaigns led by supervisors and volunteers appointed by KWCWS. Kengpeng School manages all the centres. Centres are directly managed by and looked after by Education Volunteers. The flow chart of the Organisational Set-up is given below.

The flow chart given below depicts organisational set up of KWCWS.



3. Rationale Behind The Initiative

The NGO observed ill treatment being given to a large section of tribals. They were being exploited and being used as low cast labourers by high status persons since they were illiterate. KWCWS realised this aspect and started upliftment of this group of rural tribal population. The NGO focussed their attention towards the education of women and children in the age-group 6 – 14 years of this population. Apart from their general school education, they developed their earning capabilities through vocational inputs like tailoring, knitting weaving, animal husbandry, poultry rearing, fodder cultivation, high yielding milk animal and health care, etc

4. Target Group

Rural tribal women and children (in the age group 6-14 years) from deprived (marginalized) sections of the society in Wakching block of Mon District of Nagaland.

5. Specific Objective of the Programme:

Keeping in view the background given above, the specific objectives of the programme are.

- (i) To improve the overall education scenario in the project area.
- (ii) To provide education through innovative ways to those who cannot afford formal education
- (iii) To resolve social evils (like class rivalry, formation of anti social activities, taking drugs, etc) through promotion of literacy.
- (iv) To provide functional knowledge of various subjects to those children who have never gone to formal schools.
- (v) To create interest among children through different skills of literacy
- (vi) To develop vocational skills among children

6. Profile of Functionaries at Various Levels - Duties and Responsibilities

The table, given below shows various NFE (EG&AIE) functionaries of KWCWS

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>
Ms Yomah Konyak	M A	Project Director
Mr Joseph	M.A	Supervisor, Head master
Ms. Johnny Rai	B.A	Assistant, Head Master
Mrs Satam	12th Passed	Education Volunteer
Mr. Chingnyak	12th Passed	Education Volunteer
Mr Chinkgkam	10th Passed	Education Volunteer
Mr Shahlem	12th Passed	Education Volunteer
Mr Shaopong	9th Passed	Education Volunteer
Mr Imsuyanger	10th Passed	Education Volunteer

The Project Director looks after the whole project, its working ,management and functioning. She is the decision maker of the NGO who consults the other members of the society before taking decisions. She is responsible for all the activities at the centre She designs the structure of community mobilisation and follows up of all the designs of activities undertaken by KWCWS

The Headmaster of the school supervises the functioning and implementation of all activities He is assisted by one assistant in the daily work of the school activities The assistant also makes campaigning in the villages possible by aligning with the local community to encourage their children to be sent to school She is responsible for organising all the cultural activities at the centre.

7. Innovative Features

Timings

The school is held twice a week starting in five thirty is the morning for one hour and then in the evening at six for one hour The timing's, the academic schedule, and the working days are all tailored to suit the children who have to be always at the fields. The unique system of timings have specially made to suit the children of the peasants who can come to the school accordingly This unique timings have helped all the children who previously were unable to attend the formal school just because their work time did not suit with the timings of the formal school

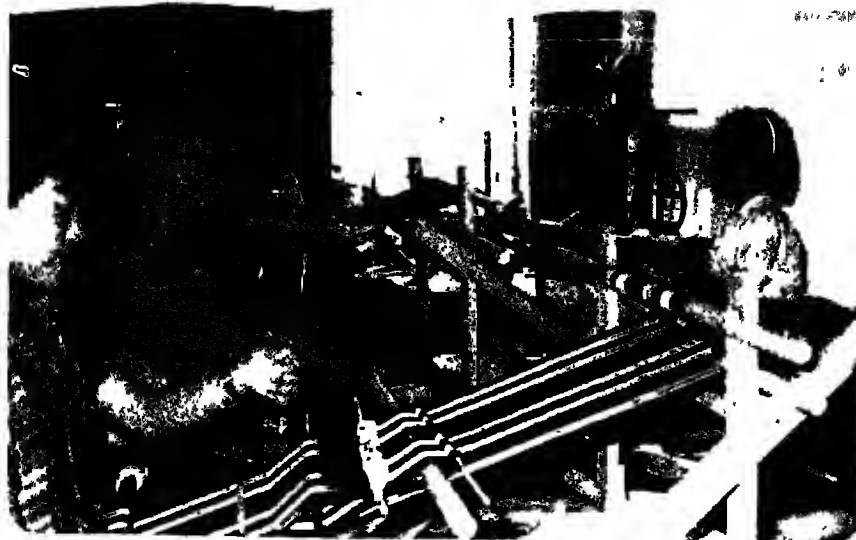
Transactional strategy

KWCWS is imparting various competencies (MLLs) through the use of folk songs, dances, play way methods and other non-conventional teaching –learning methods

Innovative skills

In keeping with the culture and traditions of the area, the skills imparted are knitting, weaving, typing, sewing, basket making, and wooden toys Knitting and weaving is one art which is dying a slow death in the hills The hand made shawls which were a unique feature of the Konyak tribe in Nagaland is now no more done on handlooms but the machines have replaced most of the looms. KWCWS has

revived the old handloom and weaving art in the school where it is imparting this dying art to the school children who practice this at the school.



Basket making is one craft, which is done by all the elders in their free time, but are sold at a hefty amount in the market. The school children are also taught how to make the baskets which are an integral part of their daily life where baskets are used for picking wood, collecting tealeaves, picking the crops, collecting water and many more jobs are done with help of these baskets.

Campaigning and Community Mobilisation

Campaigning for education is done at the behest of KWCWS by the teachers and students of the "Kengpeng School". These campaigns are regularly conducted in the villages of Mon district to mobilise all the tribal folk to send in their children to the school centres set up by KWCWS. They plead and beg the parents of each child to send their children to the school and be a part of Non Formal Education and get educated at their own leisure time.

8. Core Activities

8.1 Teachers Training

All the instructors at KWCWS are voluntary teachers who are just helping the organisation in the endeavour to get education to the poor tribal children who cannot go to school because of poverty. All the teachers are given **pre service training for two weeks at the centre**. Regular interaction with the children brings up lot of

questions and the queries which are addressed and their answers are searched through group discussions in a combined meet. It is organised for every three months where the teachers discuss the syllabus and plan a layout for setting up new curriculum and to get acquainted with the new changes.

8.2 Development of Teaching-Learning Materials

Curriculum Development. The curriculum and syllabus of the KWCWS is self made for primary classes (I and V) suiting to the needs for the rural children. Accordingly they have prepared teaching-learning materials for primary stage at their own level. For upper primary level, they are using syllabi and books which are prepared at the state level.

8.3 Teaching-Learning Strategies

As regards curriculum transaction, KWCWS regularly equips the instructors in transaction of the materials. Novel methods of teaching for illiterate rural poor have been adopted for their centres. KWCWS use their own techniques and expertise in curriculum development also.

8.4 Monitoring and Evaluation

Tests are conducted which are weekly, monthly, half yearly and annually to determine the learning levels of children. Remedial measures are undertaken on the basis of these tests.

8.5 Community Involvement for Programme Enrichment

It is quite tough to work in a community which is backward, illiterate and militancy prone. It is a difficult task to make an illiterate understand the benefits of education. KWCWS is working for the benefit of the community as a whole and trying to integrate community in the effort to run education centres. KWCWS is drawing education volunteers from the community to establish a link of belongingness with the community and also for the benefit of the community.

The communities' involvement is now being worked out with formation of Self Help Groups to involve the women folk to come into the fold of KWCWS. Information

and education about AIDS and Drugs is another aspect on which KWCWS has now started working upon to educate the community

9. Achievement of Objectives (Success rate/Mainstreaming)

The table, given below, shows enrolment, retention and mainstreaming figures of KWCWS for consecutive three years 2000-01, 2001-02 and 2002-03

Year	Total No of children enrolled			No of Children retained after completion of					No of children completing primary level			Total No of children Mainstreamed					
	Boys	Girls	Total	I yr	II yr	III yr	IV yr	V yr	Boys	Girls	Total	Formal Schools			Engaged in other activities		
2000-01	38	42	80	80	NA	NA	NA	NA	38	42	80	6	14	20	NA	NA	NA
2001-02	40	55	95	95	95	NA	NA	NA	40	55	95	7	12	19	NA	NA	NA
2002-03	102	115	227		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

N A.— Not Available

The above table shows that during the years 2000-01, 2001-02 and 2002-03, 80,95 and 227 children respectively were enrolled in KWCWS. The total number of children completing primary education during 2000-2002 is 175

Data regarding number of children who completed primary stage of education during the year 2003, however, is not available

Review of related materials revealed about imparting vocational skill training to the children. However, specific data regarding this aspect could not be available

10. Scope for Replication of the Model

There is definitely a scope for replication of the Model of KWCWS. The effort of KWCWS to preserve the traditional folk songs, dances, etc through education is one aspect worthy of replication to maintain the flavour of Indianness

Concluding Remarks

On the basis of available data and field inspection, the investigating team is of the opinion that

- (i) KWCWS is the only organisation with the unique timings to suit the children's work schedule in Mon district of Nagaland.
- (ii) In spite of many drawbacks like militancy of the locality and the customs and traditions of the poor illiterate people, KWCWS has done a lot in the area of non-formal education
- (iii) KWCWS have successfully imparted MLLs along with the desired vocational skills.
- (iv) They are using recreational and play way methods in imparting education.
- (v) KWCWS is making efforts to preserve traditional folk songs, dances and Naga culture through education
- (vi) Community involvement by KWCWS is satisfactory
- (vii) KWCWS has in all mainstreamed, nearly 23% of enrolled children during two years 2000-01 and 2001-02
- (viii) There is a scope of replication of the model in tribal area

Chapter IV

OVERALL ASSESSMENT

4.1 Critical observations

In the foregoing chapter, the status of implementation of centrally sponsored scheme of Innovative and Experimental projects on educational needs of out-of-school children by the six NGOs have been presented in detail. On the basis of field observations and interactions at different levels, the investigators would like to make a few observations. These relate to the areas of curriculum, instructional materials, learner achievement, mainstreaming of children, community partnership, training for capacity building, innovative features and replicability.

4.1.1 Curriculum and Instructional Material

Most of the NGOs have made initiatives in developing local context based curriculum and learning materials adopting activity based and integrated approaches. The quality and coverage of these in terms of desired levels of competencies (Minimum Level of Learning – MLLs) is an important issue that needs careful scrutiny.

4.1.2 Learner Achievement

One of the important concerns in the implementation of projects related to Universalisation of Elementary Education through NFE delivery channel is the extent of increase in the learner achievement through the exposure of NGO – run NFE programme.

In this respect, the overall scenario of the four NGOs is quite satisfactory. The mean achievement score in Language was satisfactory (58.48%) among the learners attending programmes implemented by Agramee and Bhagvatulla Charitable Trust (BCT) 51.65%. Similarly, the mean achievement scores in Mathematics were as high as 50.01% and 45.54% in the case of learners

pursuing education through Vikramshila Education Resource Society (VERS) and BCT. With regard to Aapanach and Konyak considering the figure of mainstreaming to formal school as the achievement indicator, the result is satisfactory to some extent. In case of DDS the mean achievement score in language and mathematics is however, below average, i.e., 38% and 35% respectively.

The investigating team would like to keep this in record that **inspite of various constraints in terms of less schooling hours, pre-occupation of the children who belong to the under privilege class of the society has attained competency level which is above average in Language and Mathematics. These organisations need support and encouragement.**

4.1.3 Mainstreaming

One of the focus of NGO run NFE programme has been mainstreaming of learners into the formal system. It has been observed that although the organisations had this as the common goal, somehow this could not be realised upto a desired level. There is a need to constantly update the data on mainstreaming so that corrective measures could be taken up at appropriate time and place.

4.1.4 Teacher Training for Capacity Building

In the NFE sector the functionaries at the grassroots level, especially Instructors have to play special roles in the implementation of the programme adopting holistic approach. All the six NGOs have paid special attention to this aspect and the training designs have taken the form of re-current training. This has played important role towards capacity building. However, the adoption of the methodologies at the classroom transaction level as well as linkage of these to the actual training needs of teachers and other functionaries are issues that have not been given appropriate attention. There is a need to give a fresh look on this matter. There is a need of development of specific training module on the part of each NGO as per requirement of the teachers.

4.1.5 Community Partnership

All the six NGOs have made significant stride in evolving meaningful strategies towards building up close partnership with the community people at large. They are in a way pathfinder for other government and voluntary organisations working for out-of-school children. There is need to spread this message to others in the field.

4.1.6 Innovations

Innovation considered as an improved way of doing an activity, an idea experimented and tried out successfully in a specific context. Judged from this point of view the programmes and activities of the six NGOs indicate that these are micro level initiative located in limited areas. There is need to extend these innovations at macro level. This will facilitate integration of the ideas and activities with the mainstream activities of the state programme in response to education of out-of-school education.

4.1.7 Sustainability and Replicability

Sustainability and replicability are the two important criteria in selecting an NGO for providing grants-in-aid. The common procedure followed by funding Agencies is to make prior assessment about organisations human and material resources and the available infrastructural facilities. This is done to ensure that after withdrawal of financial support by the Ministry, the activities planned in the project proposal are continued by the organisation with resources from within.

With this regard, the six NGOs visited by the investigator largely fulfil these criteria. These organisations have evolved innovative strategies for classroom transaction by generating learner friendly joyful learning environment. The community has extended good support for strengthening the programmes and activities of these organisations. The teaching-learning materials, transactional strategies as well as the mechanism evolved for partnership with community can be replicated in other places having similar learning set-up.

The scheme for assistance for experimental and innovative programmes for the education at the elementary stage including non-formal education, MHRD, revised January, 1987 stated, 'it should be both cost and time effective communicable and able to be implemented in other parallel situations. Replicability, with or without adaptation should be a criteria for innovativeness'.

4.2 Finding and conclusions

The case studies of the following six NGOs were undertaken and their details are presented in Chapter III

1. Vikramshila Education Resource Society, West Bengal
2. Agramee, Orissa.
3. Deccan Development Society, Andhra Pradesh
4. Bhagavatula Charitable Trust, Andhra Pradesh
5. Apanach, Pune, Maharashtra
6. Konyak Women and Child Welfare Society, Nagaland

From the review of documents, reports, field observations, interactions with various functionaries of the NGO's at different levels and the analysis of data, the following points have emerged about the significant features of these organisations. These have abiding relevance in achieving the goal of U E E in the context of SSA

4.2.1 Teaching-Learning Materials

All the six NGOs covered under the study have developed textual/supplementary teaching-learning materials based on innovative approaches. These are child centred reflecting local socio-economical contexts and as per learners need

- Vikramshila Education Resources Society (VERS) has developed Learning packages based on various identified curricular themes. The materials are designed in a way to promote creativity among the children. In this task they have involved practicing teachers, instructors and other field officers who work under the overall guidance of project functionaries.
- Teaching learning materials produced by DRU unit of Agramee are relevant to the learning needs of children particularly for tribal community and reflect local context. These contain interesting and joyful components which have generated interest in reading among the children.
- Most of the teaching learning materials of Deccan Development Society (DDS) is prepared at Pachha Saale to meet the particular needs of the children. The materials are reviewed every year to keep them upto date. The organisation gives more stress on preparation of play-way supplementary materials.
- Bhagavatula Charitable Trust (BCT) has adopted work card system of Rural Service Section of Rishi Valley School (Krishnamurti Foundation) for classes II and I. In addition, the Research Unit of BCT has prepared a Guide book, 'Bhodka Sahatyan' for instructors in mathematics and Telugu. Charts and other kinds of teaching aids have been developed in the form of a kit by their training Institute at Haripuram.
- Apanach has developed 'passages for comprehension', Pictures Cards, Paper-strips, etc for use in teaching-learning activity.
- Konyak Woman and Child Welfare Society is using self-developed teaching-learning materials (TLMs) for primary level. For upper primary level (VI, VII) the agency is using teaching-learning material prepared at the state level. These are transacted through recreational play way methods. It has not developed separate type of teaching learning materials.

There is need to emphasise development of individualised learning material adopting flexible formats such as, leaflet, folder, flow chart, games and worksheet incorporating joyful components. There is need to find out the extent to which the competencies identified for primary level have been covered in these materials. The quality of the materials are also to be ensured to facilitate mainstreaming of the children which is the major thrust of SSA.

4.2.2 Curriculum

All the six NGOs have developed specially designed EGS & AIE curriculum reflecting the special contexts of the learning set up and competencies to be achieved

- VERS has adapted formal school curriculum covering classes I to IV
- Agramee has adopted formal school curriculum along with co-scholastic activities This has helped in the increase in enrolment and retention of children in the learning centres
- DDS has condensed ten year formal school curriculum into five years, which has been found useful for drop-outs to complete ten years of schooling in 5 years
- BCT has developed curriculum in the form of ten modules for phases I and II. Phase I consists of learners of standards I to V and phase II consists of learners of standards VI and VII Each phase cover five modules The inputs in these modules are equivalent to standard VII curriculum of formal schools The modules are prepared in such a way that all the modules can be covered in 5 years.
- Aapanach has developed need and competency-based curriculum, keeping in view the children's background

- KWCWS is using self-developed curriculum at primary level. For upper primary level it is using state syllabi. The agency has integrated MLLs with vocational skills linking education with culture and tradition of the soil.

The innovative curriculum developed by various NGOs is an indication of their concerns for enhancing relevance of educational programmes for learners' needs. Three (VERS, Aagramee, KWCWS) out of six NGOs have adopted formal school curriculum, as such this has taken care of imparting education to achieve the competency level as per MLLS for the children at the centre. Other three NGOs (BCT, DDS, Aapanach) have adopted curriculum which is innovative to suit the children's learning needs and are contextual. As such flexibility has to be considered.

The main consideration should be that whatever approach is adopted, competencies achieved by the children at the centre at the completion of a particular stage is at par with the competencies achieved by the children at the formal system at the completion of a particular stage of education. It should facilitate mainstreaming of learners at appropriate stages of formal schooling enabling children to achieve quality primary/elementary education.

4.2.3 Transactional strategies

All the six NGOs are using innovative teaching-learning strategies to cater to the multilevel groups of learners.

- **Teaching by Theme Approach** is one of the strategies adopted by VERS. It has been reported that the approach of EAS (Enriched Alternative School) run by VERS has contributed in the increase in the enrolment of children and their participation, retention and achievement.
- **Child-to-child** learning approach for curriculum transaction has helped Aagramee in solving the problem of management in single teacher

schools. Recreational communication of Agrabamee for communication of messages in the form of folk media including puppetry and street theatre has helped the NGO in providing exposure to the learners about the situations outside their villages and communities. It has built up confidence and self-esteem among the children.

- DDS has classified the children into six groups according to their learning (capability) level in place of regular class system. It has named the groups after birds so that the grown up children do not feel any kind of inferiority. They have integrated education with vocational skills like carpentry, pottery, para veterinary services, permaculture, herbal medicine making, masonry, tailoring, etc. According to the NGO this approach has been instrumental in achieving 100% enrolment.
- The campaigning strategy of BCT for involvement of non-school going children and motivating dropouts to bring them in NFE centres is indeed innovative. The agency feels that by adopting this strategy they have been able to achieve 100% enrolment in the area.
- Exposure trips are an integral part of the teaching learning process adopted by Aapanach. It organises exposure trips to the places like Railway station, LIC offices, sugar factory, bus terminals, children parks, sea-beaches, agricultural fields, etc to provide on-the-spot experience of field situations. It has been claimed that the strategy has resulted in quality learning, that has relevance for day-to-day living situations of the children.
- KWCWS in Mon District of Nagaland has adopted unique timings to suit the children's work schedule. It is making efforts to preserve traditional folk songs, dances and Naga culture through education. In spite of many drawbacks like militancy of the locality and the customs and traditions of the poor illiterate people, there is an increase in enrolment and retention of children at EGS & AIE centres.

The experiences of NGOs in evolving non-conventional joyful strategies of learning are worth adoption and experimentation by the formal schools for enhancing level of participation of learners in teaching learning process, which is the index of progressive developments of educational process.

4.2.4 Evaluation Strategies

The NGOs covered in the study have adopted a number of strategies to evaluate learners achievement. These are as follows

- Evaluation by VERS is done through role-play on a particular lesson. Formal evaluation is done periodically. This is mainly done so as to make the children familiarised with the formal education system, which ultimately they have to join. Evaluation is also done through maintaining of individual files and through co-curricular activities as well.
- In Agramee, weekly, monthly, half yearly and yearly tests are taken. On the basis of tests and their feedback remedial measures are undertaken from time to time to upgrade the levels of learning of the children.
- DDS has made efforts to get rid of competitiveness and individualism embedded in the examination system. DDS follows a unique strategy of evaluation by using report cards. Every teacher draws out graphs with different colours to show the extent to which a child has scored in a particular subject.
- BCT uses both written and oral tests procedures to assess the learning levels of children. Weekly and monthly tests are also administered to check the general aptitude of children.
- In Apanach evaluations activities are undertaken weekly and monthly by education volunteers. They emphasise on hands-on activities performed

by the children to assess the achievement. However, Project Coordinator on his/her part observes learners performance directly. The NGO considers the behavioural changes of the children as the indicators of their achievements.

- KWCWS conducts weekly, monthly, half yearly and annual tests at the centre level to determine the levels of learning of the children so as to undertake appropriate remedial measures.

While the NGOs have been using different modalities of pupil evaluation, there is need to emphasise objective and accurate recording of learner's progress in written form. Maintenance of pupil progress needs to be adhered to.

4.2.5 Teachers Training

All Six NGOs have in-built teacher-training component in the programme. Some of them provide pre-service training also. Capacity building is essential pre-requisite in an innovative EGS & AIE project.

- Teacher-training component of VERS lays special emphasis on capacity building at different levels. The trainings of VERS aims at developing pedagogical skill as well as knowledge base of trainees. It has developed a format to obtain feed back from the teachers about the training programme. Over the years VERS has emerged as a resource organisation providing technical inputs in education to people working at grass roots level.
- Agramee organises phase wise induction training of total of 45 days. The recurrent training programme is content based. Emphasis is given on quarterly teacher training and monthly review meetings of the teachers. It Organises regional teacher training programme once in every six months to increase their professional efficiency.

- Teachers training and orientation programmes are conducted by Senior teachers of DDS. Training-cum-workshops are also organised by the agency. Training manual developed by other agency (Anand Bharti School, Hyderabad) is used during training programmes. It was reported that this strategy has made significant impact in the teaching-learning process adopted by the teachers.
- BCT focuses on capacity building among relatively less qualified people who are serving as instructors. The training design is aimed at total development of the instructors—body mind and soul. There is emphasis on teaching methodology to keep them abreast with content knowledge. According to the agency personnel it proved to be very effective for the instructors in transacting lessons in the centre.
- Apanach does not provide any formal training or orientation programme for the Education Volunteers. They serve in the agency's activities voluntarily. Problem faced by EVs is solved through informal/focussed group discussion and sharing of experiences. It is a unique example of voluntarism which has potentialities of adaptability in similar situation by like minded people involved in educational programme for less privileged group of children.
- In KWCWS teachers training programme are conducted in the form of group discussion held in every three months among the teachers. In these discussion sessions issues, like, curriculum and its transaction in divergent classroom set-up is discussed. This, it was told, has helped the teachers to solve their problems instantly.
- The duration of training programmes varies from organisation to organisation. It depends on the felt need of the teachers and demands of the classroom situations.

Teachers/instructors recruited in these organisations are less qualified (8th to class 10th) and they have to face the challenges of handling children from heterogeneous background and multigrade classroom situations. There is urgent need to equip them with the competencies to handle such complicated situations in an effective way. This calls for development of a comprehensive training programme backed by a well-developed training package.

Similarly there are other issues related to the children, namely, 'why children have been out of school, the children rights issue, child labour, so on and so forth. Only an intensive and long duration training programme can fulfil the requirements for developing a teacher for effectively performing the tasks assigned to them.

All the six NGOs referred in the study conduct training programmes, ranging from fifteen days to 45 days. However, an intensive training programme is only possible when it is a residential programme. For this there is need of resource persons, training manual, specific schedule for organising training programme on a regular basis to familiarize the instructors with the latest developments in knowledge and techniques specific to their job performance. Agencies concerned expected to work out a specific mechanism before planning to organise training programme to achieve its objectives.

4.2.6 Teachers Profile

The educational qualification of teachers, their working hours and their remuneration varies from organisation to organisation. The qualification of the teachers/instructors working in the six NGOs ranges from class VIII pass to BA, B ED , B COM and more. The range of teaching hours varies from two hours to five hours. There is wide gap between the amount of honorarium paid to them. This is between Rs. 200 to Rs. 1500.

The issues that crop up here, are: (i) to what extent the under qualified, inexperienced and poorly paid instructors can fulfil the objectives of these innovative projects? (ii) How could a comparatively better qualified teacher feel motivated to work in a ill-equipped school with less honorarium? These situations sharpen the concern, how could NPE goal of achieving EFA be realised in these prevailing situations. It is high time that a definite criteria is adopted as far as teacher's basic qualification is concern so as to adopt uniform pattern in recruitment procedure of teachers keeping in view the quality concern of Universal Primary Education (UPE) and Universal Elementary Education (UEE) as a whole.

4.2.7 Community involvement

Community involvement in the implementation of various project activities has been intensive in all the six project activities. This is one of the major interventions in EFA by the NGOs

- Vikramshila Education Research Society gets full support of the community in their programmes in terms of identification of suitable candidate for instructor, sharing of responsibilities through financial and non-financial, assistance in organising of workshops and games and sports activities
- Agramee has involved community in almost all stages of project activities. They feel that, 'no people no planning.'
- In the case of DDS, intervention of Mother Committee in the project activities particularly in monitoring of attendance of children proved effective in enrolment and retention of rural children (drop outs). This innovative strategy according to the functionaries proved to be effective in ensuring enrolment and attendance of the children. There is reflection of this effort in the programme implementation process of Deccan Development Society.

- With active involvement of community, BCT is able to establish a self-sustained model of education for out-of-school children, which is an index of achievement as far as the goal of UEE is concerned
- The entire project activity of Aapanach is based on the principle of volunteerism where educationalists, social workers/activities and other like minded people of the community felt concerned for the upliftment of the out of school children, particularly street and working children. Support from all strata of people contributed in running the project activities smoothly which has strengthened its approach.
- In case of KWCWS, the community participation is sought to maintain the education centres. The agency selects education volunteers from the community to establish a link of belongings with the community and towards the benefit of the community.

Involvement of community from planning of activities to implementation of experimental projects under NFE programme figures prominently in the six NGO's activities. They have evolved specific mechanism for this. In the wake of SSA, these NGOs can provide meaningful inputs in the implementation of EGS & AIE programme.

4.2.8 Mainstreaming

Different strategies have been adopted by the six NGOs for mainstreaming of children

- The achievement of learners in the four NGOs identified in the earlier report (Evaluations of NGO Project 2001) indicates as 'above average'
- The strategies for mainstreaming adopted by VERS and Agramee are through common formal school test at the completion of standard IV and III respectively. Whereas BCT and DDS conduct internal test at the centre

level as when required. Organisations, namely, Aapanach and KWCWS however do not give much importance to mainstreaming through formal test. They assess achievement of the children through centre level test. These NGOs give special emphasis on quality of life and development of self-esteem of learners through acquiring life skills and vocational skill training.

- The status position of mainstreaming in the NGOs indicates that it is at a low level. The percentage ranges varies from 4% to 25%. The comparative figures of mainstreaming between 1999 to 2002 show a fall in the percentage. Among the six NGOs the position of KWCWS is comparatively better (20 to 25 %)

Since the launching of the innovative and experimental projects was in the context of UEE, it is desired that the concerned NGOs adopt specific mechanism to enrol the children in the mainstream of education after the children complete a desired level of competencies at the centre. They should adopt sound strategies to enhance competency level of the children so that more and more children can be enrolled in the formal system of education. These will have direct impact on the realisation of SSA commitment of bringing all the children in the school by 2003.

4.2.9 Scope for replication

In all the six project activities a kind of educational model has emerged which is specific to the local situation and relevant for the target group and the community. The approach adopted and inputs provided to achieve the objective set by the respective NGOs has features that have adoptability to similar situation if not replication of the whole model. **Replication implies exact copy of a model/programme to a different situation, which may not be always feasible. However, adaptation with suitable modification as per the situation is always possible.**

Keeping the above point in view it is realised that the educational model which is implemented by the six NGOs for the education of the out- of- school children and their over all development has adaptability in similar situations

- Approach adopted by VRS for community mobilisation, teachers training and innovative strategies adopted for teaching learning process have enough scope for adaptation by other NGOs implementing educational programmes in similar situation
- Agramee's approach of involving community people in the entire project activity right from creating awareness about education and planning to implementation has proved successful in bringing the out-of-school children particularly tribal children, who are first generation learners to the centres
- **DDS has adopted an innovative approach to educate the rural children particularly girls through earn while learning programme (Prmaculture). This component has linked non-formal education to poverty alleviation programme, which is the need of the hour. This concept has been recognised as an important strategic approach to developing the human resource as well by other developing countries.**

NCERT and MHRD have special roles to disseminate the innovative approaches adopted at the micro level projects to macro level programmes and ensure that these inputs are dovetailed in the state educational intervention. This would need systematic planning at all levels and strengthening support system by MHRD, NCERT and state level society formed under SSA

4.3 Suggestions and Recommendations – Policy Implications

On the basis of the profiles of the six NGOs emerging from the case studies, the investigating team would like to make the following suggestions.

- Literacy and numeracy had often been the focus of NFE as it was considered as a significant strategy for realising the goals of UEE. The NGOs now implementing the SSA programme particularly EGS and AIE should lay special emphasis on learner participation in the teaching learning process and attainment of desired level of competencies. Pupil evaluation mechanism should be carefully planned so that it becomes a regular feature of the programme.
- The funding agency needs to evolve a specific mechanism to scrutinise and analyse educational materials developed by NGOs in terms of its coverage of competencies (MLLs) so that the basic objective of these programmes is not lost.
- A more active and co-operative relationship between NFE and formal system is suggested. For this the rigidities of admission process in the formal school should be replaced by a more open and flexible system. This also points to the need for involvement of community in mainstreaming of children in the formal school system through advocacy and networking measures.
- Developing and implementing appropriate changes to the existing practices in the education is a continuous R&D (Research and Development) process. This is required in changing situation emerging from the launching of SSA programme. During development of curriculum, education material and training package, project functionaries should strengthen the R&D process as an inbuilt of the developmental programmes.
- Financial independency of the non-government organisations should be reviewed prior to Financial sanction by the funding agency so as to carry on their operation when project assistance stops.

- The efforts of disseminating of tried out and experimental features or innovative character of the project activities were found to be neither systematic nor regular. This calls for undertaking documentation of the innovative characters of the programmes practised by the agencies. Concerned department in the MHRD may take initiative in this regard.
- Documentation of various aspects in the areas of material development, training, evaluation and community mobilisation should form an important activity under this. Ministry can identify organisation involved in such activities. It would be useful to bring out a publication on innovative features practiced by various NGOs highlighting the strength and weakness of the same. This would help other organisations working in the same field to adopt/adapt the innovativeness of any particular aspect to suit their requirements in their own situations, if not the whole model.
- Innovation for the sake of novelty should be well guarded. Instead of, different criteria should be used, one which judge relevance, applicability and acceptance by the community.
- Experiences indicate that many innovative practises remain either on paper or utilised on limited scale. Mainstreaming tested innovations, though they are few, should be given priority in Sarva Shiksha Abhiyan and efforts should be made to learn from the experiences of the NGOs. The concerned ministry should find ways and means to bring some of the major innovations into the mainstream of formal education so that schools are benefited from such practices. This would facilitate the process of 'non-formalising the formal system of school education'.
- State Government and MHRD have to facilitate translation of programmes into activities. Whenever any innovative and experimental ends state government should take it up for effective implementation on a large scale.

- Alternative strategies for coordination between the state and central government should be evolved. State Government should look into the project from the beginning. At times there are inadequate linkage between MHRD and the state government regarding the new innovations that take place at voluntary organisation level. MHRD should organise meeting with the state functionaries to appraise them about the innovative schemes so that it can be implemented at the desired directions to realise the goal of Universalisation of Elementary Education.
- **Attention should be given to those NGOs who are working for the SC/ST communities who have been neglected so long in terms of access in elementary education in remote area, particularly in North-Eastern States.**

To conclude

It is now well recognised that despite of many constraints (administrative, financial) the NGOs referred in this study have contributed towards accomplishing the goal of U E E. It is true that magnitude of the problem is more but nevertheless their concern for imparting basic education for EFA is encouraging and gradually being appreciated. They have their own goals and have adopted innovative approaches to reach them.

The relationship between the Indian Government and the NGO sector in the area of basic education have shown signs of an emerging partnership. Be it receiving funds from the Government or implementing Government sponsored schemes or creating innovative and alternative learning models, they see themselves as supporting Government initiatives in fulfilling the objectives of providing education for all through experimentation and innovative learning strategies. Over the years these NGOs have reached to the un-reached and in un-served areas. Adoptability to a wider scale and sustainability of the initiatives are the two main aspects, which decide the success rate of the efforts. The

NGOs involved need to look into this and take strong steps to disseminate their efforts

However, the onus of initiating an innovation and then sustaining it for long and replication at macro level should be a shared responsibility of Government and the NGOs. They need support to carry out their activities for the larger interest of the society. If encouraged, these NGOs can contribute meaningfully with their unique contribution in the working of EGS and AIE under Sarva Shiksha Abhiyan.

Agramee, Rayagada, Orissa

Started: 1st July, 1988

Project: Innovative education in remote tribal pockets of Orissa, titled "A search for contents and method"

Area: Tribal areas of Rayagada

Classes: 6-14 years of boys and girls

Basic Features

- Community Mobilisation
- Meeting with parents (particularly Mothers)
- Curriculum with relevance to the tribal situation
- Child to child learning Recreational Communication
- Local/ Situational teaching learning materials
- Co-curricular activities to discover the hidden potentialities in the children

Objectives

- Demystifies the concept of schooling by breaking open all the barriers of the formal set-up and imparting education in atmosphere of freedom for the students and teachers
- Linking education to the community as a whole so that the schools become a planning forum for the whole village/community
- Selecting tools, techniques and events of easy learning by discovery of tribal history and cognitive practices, the present environment, the socio political milieu and the prospective of development and change
- Development of a set of teaching aids in conformity to the social resources and educational contents and attitude
- Mobilising tribal children to consolidate community/group activities in socio-economic transactions
- To create awareness among the indigenous practice of health treatment and of flora and fauna

- Nurture the tribal children by providing library books in innovative and Elementary Education (I&EE) centres
- To create political consciousness among tribal children through formation of children's parliament and the *Sisu Panchayats* by mock elections

Community Participation

Community inception was involved from a macro level to involve them wholly into the project activities Community members hold key positions in the discussions and deliberations of the activities of the NGO Agramee strictly believes in "No people No Planning". All the teachers are from the same community which, is very positive sign

Significant Aspects

Experiment with regard to curriculum transaction through child-to-child learning Organisation of children's festival and children parliament is significant among other activities Facilities learning out side the classroom is a unique phenomenon Community involvement from planning to implementation of project activities has proved effective in running the programme effectively Activities organised by DRU unit of Agramee has helped the child and adults to relate education to a process much wider then classroom learning

SIGNIFICANT FEATURES OF NGO'S AT A GLANCE

**Vikramshila Education Resource Society,
Calcutta. West Bengal**

Started: 1996

**Project : NFE2000-Enriched
alternative schools(EAS)**

Centres/Schools 10

**Area: Burdwan, Midnapur, North and South 24
Paraganas, with 150 children in each EAS**

Classes: I-IV/V

Basic Features

- Making educational activities more attractive with enriched inputs like health, nutrition, new teaching and learning materials through Enriched Alternative School
- Motivation to drop out through awareness programme with the community
- Flexibility in grouping enabling multi-level teaching for multi-age and multi aptitude classrooms
- Designing and Producing Educational Materials/Aids
- Grouping of Slow and Fast Learners during teaching
- Freedom from dependence on textbooks
- Adopted integrated and theme teaching approach, comprehensive education and assessment techniques
- Close bonding between schools and community
- Creating school, which is formal in structure and non-formal in nature
- Creating awareness for education among the community
- Envisaging good and effective teaching in multi-age and multi-aptitude class to mainstream them into formal or open schools

- Training provided to teachers and brought out teachers handbooks

Assessment

Mainstreamed 1502-268

Mean Score in Language -42.70%

Mean Score in Mathematics -50.18%

Objectives

- Making educational activities more attractive with enriched inputs like health, nutrition, uniform, art and craft materials and games and recreation
- Creation of a type of school, which is formal in structure but non-formal in philosophy and practice
- Creating awareness among the people about the need for education
- Envisaging good and effective teaching in multi-age classes wherein at the end of three years the children could be mainstreamed into formal schools and those unable to continue fulltime learning could seek affiliation with the open school

Community Participation

Close bond with the Village Education Committees to get the communities support for monitoring, helping and networking amongst project partners to facilitate sharing of experiences to enhance quality of delivery

Providing inputs for community based programmes and women empowerment are the other features of Vikramshila Education Resource Society

Multi-age and multi-aptitude of 6-14 years. The children are grouped based on oral/written tests Conducted by instructors. This type of flexible curriculum integrating art, craft, sports is enthusiastic. Specific teachers hard work giving tips for classroom activities and teaching ideas is quite interesting. The project centre has developed creative packages as part of co curricular activities is worth notice. Field trips to Banks, post offices, primary health centres are worthy of notice.

Significant Aspects

The curriculum and TLMs are being adopted and replicated by other NGOs. The Project centre has become a role model for them.

Deccan Development Society Hyderabad, Andhra Pradesh	alternative schooling system Textbooks for gender issues, and laws relating to women, environment is taught Separate curriculum for all school children for all groups in green school Books based on local stories as narrated by children themselves with illustrations	Objectives	alternatives
Started : September 1983 Project. Pachha Saale (Green School) in 1993 at Machnoor Jarasangham Mandal, Medak district, School for permaculture and self reliance 1993 Area. Medak District 75 villages Centres 32 Non formal centres Classes I-Xth	Preparing permaculture wall magazine by students for self-discovering skills Imparting knowledge about non chemical agriculture and national resource management through permaculture farm	<ul style="list-style-type: none"> To establish a school of learning which can take care of children of down trodden who do not have access to normal school, due to their social and economic backwardness To reduce bondage of children in the rural areas by drawing them to the school and teaching them a variety of skills through which they can become rural entrepreneurs and self-reliant in their adult life To create regional self-sufficiency in food, without having to look for out side support of any kind, by imparting proper education suitable to dry land agriculture to rural children of agricultural background To help the children discover a healthy relationship between nature and organic agriculture and to enable the children redefine scientific agriculture devoid of chemical fertilizers and pesticides in the framework of their traditional knowledge To provide opportunities of learning to children of this area where there are no educational institutions To build capacity of children to earn their livelihoods through skills learnt along with formal education, during their stay with the school To run the school for dropouts and older children and condensing 10 years of school education to five years so that they recoup the period lost by them To select such skills as can be useful to earn their livelihood where they live without any migration to other places in search of livelihoods 	<p>The agency runs Krishi Vigyan Kendra allocated by ICAR to facilitate the children to understand scientifically about various concepts related to agriculture, chemical fertilisers & pesticides and enabling the children to have practical experience about the concepts mentioned above</p> <p>Significant Aspects</p> <p>Children more self-reliant as they learn vocational skills etc The concept of Green school and use of permaculture is a good process to integrate agriculture with education Operation Zero dropout is the best step towards sealing the dropout rate</p>
Basic Features	<ul style="list-style-type: none"> Admission of Dalit girls out of school children in the age of 9+ Primary education with emphasis on organic agriculture and vocational education based on community needs Providing knowledge on traditional agricultural systems and national resource management through permaculture farm Providing training of carpentry, pottery, and para veterinary science, permaculture, herbal medicine making masonry and tailoring etc Incorporating traditional knowledge system in teaching process and condensed agriculture to enable student for SSC exams Running night schools Operating Zero dropout where each teacher adopts 5-8 children and paying special attention by meeting parents Untrained instructors 	Community Participation	
Assessment: Green School-125-115 retained Night school 1141-1073 retained MAS language-38 69% MAS-Mathematics 35 52% Mainstreaming-95 Green School and 242 Night school to formal school Poor		DDS works with Sangham (Village level groups) of poor Dalit women Green School maintains link with community Rural farming women members are involved in school management committee Innovative profits for successful organisation of	

Bhagavatula Charitable Trust **Vishakhapatnam, Andhra Pradesh**

Started: 11th November 1976

Project: *Experimental and Innovative Program for Education at Elementary Stage including NFE 1997 Area: Yellamanchili, Vishakhapatnam Centres 185 Age group 6-14*
Classes: Elementary to VIIth and dropouts

Basic Features

- Campaigning for enrolment of non-school going children and motivating dropouts to join NFE
- Development of ANFE as self-sustaining units
- Forming Village Education Societies to take responsibility, resource mobilisation and administration and running of centres
- A well-designed teacher-training component for the capacity building of instructors
- A well-designed organisational set-up consisting of BCT managers, coordinators, instructors, animators

Assessment

Total children 4158
Retention Rate 96%
Average attendance 85%
Mean achievement Score in languages 51.85% against 42.89%
Mean Achievement score in Mathematics 45.54% against 38.28%
Quite Satisfactory

Objectives

- Provide elementary level education upto standard VII to all out-of-school and school dropout children
- Develop each NFE centre as a self-sustaining unit of these centres by having their own

infrastructure and financial participation at the VES centres

- Motivate school dropouts and non-school going children to join NFE centres
- Eradicate child labour by converting all night centres into day centres
- Provide well-designed teacher-training component for the capacity building of the instructors
- Achieve 100% literacy in the project area

Community Participation

NFE Centres are managed by Village Education Society, which consists of parents and community members. VES secured land for the centres. Innovative Profits for successful organisation of alternative schooling system. Participation of parents and villagers in management of centres in VES.

Developing self-sustainable model to run independently. Intensive campaign for 100% enrolment in full time day centres instead of part-time night centres. Intensive programmes for instructors in cultural, academic and village activities. Developing capabilities in rural children of self-expression through activities like *Balanandam*.

Significant Aspects

Education is made self-sustainable, inculcating the sense of responsibility in the community ensuring learners capabilities of self-expression.

Aapanach, Pune Maharashtra

Started: The agency came into being in 1999 as a registered organisation

Project: Providing Education to out of School Children, particularly street and working children

Area: PuneCity, Maharashtra

Classes: Children who are, non-entrants in the school, dropouts, enrolled in school but not attending school regularly, and working children (sometimes school going children also attend NFE classes etc Basically catering to children of primary level and adolescent level and girls imparting functional literacy and numeracy

Basic Features

- Total Project Work is based on volunteerism
- Efforts of local resource mobilisation
- Prepared educational tools/ aids for language and mathematical teaching
- Experiments for vocational education of street children

Objectives

- To help the children improve their quality of life by providing basic education to them
- To help them acquire basic literacy and numeracy and environmental knowledge
- To help them improve income generation skills
- To help them improve their health status
- To help them develop democratic values
- To conduct non-formal-classes at a place which is suitable for them (May be a foot path for children who wash the cars), in a suitable time The classes are conducted daily in the volunteers
- Health Check ups, field visits, Camps, excursions are arranged frequently
- A programme of developing entrepreneurship is being prepared and try out is in process

Community Participation:

Aapanach is a voluntary effort trying to find solutions to the emerging problems of the society Educational volunteers are working purely on voluntary basis for up-liftment of out of school children as well as street children Community is actively involved in participation in Aapanach, activities like health checkups and medical aid for the children

Significant Aspects

Aapanach is only a voluntary organisation that is helping to out of school children in Pune city Aapanach is fulfilling UEE demands in terms of enrolment and imparting functional literacy to the targeted children

Konyak Women and Child Welfare Society, Mon District, Nagaland.

Started: 1992

Project: Kengpeng School

Area: Mon District of Nagaland

Classes: I to VII

Basic Features

- Encouraging literacy and classroom learning
- Developing local skills, art and craft
- Motivating dropouts to join non-formal education
- Increasing the rate of enrolment, literacy rate, retention and enhancing achievement level of the children
- Implementing and developing play way teaching and learning materials
- Helping preserving the tribal folk tradition and culture
- Generating awareness among the community members on education, health, safe drinking water, immunisation etc

Objectives

- To improve the overall education scenario in the project area
- To provide education through innovative ways to those who cannot afford formal education
- To resolve social evils (like class rivalry, formation of anti social activities, taking drugs, etc) through promotion of literacy
- To provide functional knowledge of various subjects to those children who have never gone to formal school
- To create interest among children through different skills of literacy
- To develop vocational skills among children

Community Participation

Community participation is quite less due to backwardness, illiteracy and illiteracy. The communities participation is limited to the volunteers participation in all the activities of the NGO and in the school activities

Lately Self Help Groups are formed to involve the women folk to come into the fold of KWCWS. The group is involved in spreading awareness about AIDS and making aware the people about the abuse of Drugs

Significant Aspects

This is the only organisation with unique timings to suit the children's work schedule in the farms. Preserving the culture and traditions and keeping with the times is another aspect of the agency

Annexure II

Tool No. I

**DEPARTMENT OF ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
SRI AUROBINDO MARG, NEW DELHI – 110016**

**Study of Voluntary Organisations Implementing, Innovative and Experimental projects
under the scheme of Grant-in-Aid of Government of India.**

Questionnaire Schedule for Senior Key Persons/ Project officers & Managers

1. Identification Data

(i) Name and Address of the voluntary Organisation

41

(ii) Title of the project

(iii) Year in which the Project was initiated

(iv) Target group for which the programme is being implemented

(v) Area/District/Village/Block covered under the project.

(vi) Profile of EGS & AIE Functionaries [programme coordinator (s), Project officers
supervisions and Para teachers]

S No.	Name	Designation	Qualification	Experience in the area
1				
2				
3				

4				
5				
6				
7				
8				
9				
10				

2 What prompted you to undertake the present project?

3 Reasons for selecting the target group/area mentioned at 1(iv) and (v) above:

✎

4 What are the objectives of the programmes?

5. What were the approaches/ Strategies for the implementation of the programme?

(i) To build educational awareness among the community.

(ii) To achieve the goal of UEE in terms of.

(a) Enrolment

(b) Retention

(c) academic achievement for main streaming

- (d) checking drop out rates
- (e) checking drop out rate of give children
- (f) community mobilisation
- (g) developing TLM
- (h) training of various functionaries
- (i) transaction of curriculum
- (j) monitoring and supervision
- (k) evaluation-achievement testing and certification

6 Kindly mention main innovative features to achieve the objectives of the programme

7 Is there any convergence of your project activities with other existing programs in other areas such as health and hygiene, children services, etc? yes/ No

If yes, clarify

- 8 State common features, if any, between formal schooling and your programme

Training of instructors/ Teachers

9. Do you organise pre-service training of Pos, supervisors and Para- teachers? Yes/No

If yes, duration of such training-----days

Do you organise in service training for Para- teaching Yes/No

If yes, duration of such training-----days

- (i) Is it process/content based or both?
- (ii) The duration of such training(s) in a year content
Process based ----- days in a year
Content based -----day in a year
- (iii) From where Resources Person are taken?
- (iv) Do you make use of any training manual? Yes/No
If yes, who developed the training manual?
- (v) Is the training programme Residential/ Non-residential in nature?
- (vi) Brief steps of methodology followed in imparting in services training

- 10 Teaching learning materials (TLM's)

(i) which curriculum do you follow? Tick

n ☒

☐

Same as formal school curriculum

- ☐ Curriculum developed by your NGO
- ☐ Any other, please specify

(ii) Which textual materials are being followed for the targeted learners?

Tick ☒ mark

- ☐ Same as formal school materials
- ☐ Textual materials developed by your NGO
- ☐ Any other, please specify

(i) you use any supplementary (support) materials? Yes/No

If yes, please specify

(vi) Were the materials reviewed? Yes/No.

If yes, state the year when the latest review was done

(ii) State some of the special features, if any, of the TLM's in respect of content, approach, illustration, etc

11. Evaluation

Tick ☒ mark:

1 Final evaluation of the achievement of learners is done by

- ☐ Project officer
- ☐ District board
- ☐ Instructor/ Teacher him/ herself
- ☐ Any other, please specify

2 Who certifies the achievement of learners?

Is it recognised by the District board? Yes/ No

12 State efforts made, if any, for dissemination of outcomes of the project in similar situation across the states?

13 How many children were enrolled during the last three years and how many among them mainstreamed after completion of desired period in the centre (Please give details in the given format)

Year	No of children enrolled		No of Children retained after completion of					No of children completing primary level		Total No of children Mainstreamed			
										Formal School		Other work places	
	Boys	Girls	I yr	II yr	III yr	IV yr	V yr	Boys	Girls	Boys	Girls	Boys	Girls
1997													
1998													
1999													
2000													
2001													

14 Any other information, not covered above, which you want to state, please state below

**DEPARTMENT OF ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
SRI AUROBINDO MARG, NEW DELHI-110016**

Case Study of NGO's under the, innovative and Experimental Scheme.

Questionnaire Schedule for Instructors (Centre Wise)

- 1 Background Information
- 2 Name
- 3 Age 3 Sex M F
- 4 Qualification
- 5 Place of Residence – Local/Non-local
- 6 Date of joining the project
- 7 Pre-service training (if any)
- 8 Previous experience of such programme
- 9 Did you receive any training/orientation? Yes No
 If yes, what type? Give details about the training received in recent past in terms of
 Duration of the training programme
 Content of the training programme
 Methodology followed during the training programme

II Organisation of activities in the centre

- 10 What are the
a. Timings of the Centre _____ To _____
b. Number of working days in a week _____
c. Number of hours the Centre work each day _____
- 11 What type of academic support do you receive from the organisation?
- 12 How do you place/group children at the Centre? (Please mention the criteria, if any)
- 13 What strategies do you adopt in organising learning activities in the centre?
- 14 Mention the teaching aids used during teaching-learning process
- 15 How useful do you find the Teaching Learning Materials?
Do you find that the TLMS are useful for these children? Yes/ No
- 16 Suggestions for improvement of the materials (Please specify)
- 17 What is your role in planning of daily programmes and activities of the centre?
- 18 Do you face any problem/difficulties while organising activities all the centre? Yes/ No?
- (a) How do you solve the problem?
- (b) How often Supervisor or coordinator visits the centre?

- 19 **What is your suggestion in improving the programmes and activities?**
- 20 **How do you evaluate the progress made by the children coming to the Centre?**
- 21 **What remedial measures are being adopted by you to help the children who are slow learners?**
- 22 **What is the most significant feature of the programme in your opinion?**
- 23 **What do you think about the interpersonal relationship among the staff members and the management?**
- 24 **What is the nature and type of help you receive from parents, community people and other functionaries?**

Observation Sheet(Centre-wise)

- 1 (a) Name of the NGO _____
(b) Name and Location of the Centre _____
(c) Name of the instructor present at the centre during the visit _____
- 2 Number of Instructors at the Centre _____
- 3 Number of children enrolled at the Centre _____
- 4 Number of children present on the day of visit _____
- 5 Age group of children From _____ years to _____ yrs
- 6 Infrastructure/Academic facilities available at the centre
- 7 Space/Number of rooms/playground and related facilities available at the Centre(condition ventilation, lighting, space, etc)
- 8 Over all classroom environment in terms of the following learning atmosphere, physical appearance, display, seating, and cleanliness

**DEPARTMENT OF ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
SRI AUROBINO MARG, NEW DELHI-110016**

Case Study of NGO's under the, Innovative and Experimental Scheme.

Questionnaire schedule for the community social workers/ & parents

- | | | | |
|---|------|------------|-----------|
| 1 | Name | Occupation | Education |
|---|------|------------|-----------|
-
- | | |
|---|--|
| 2 | Do you participate in organisation of the activities of the Agency? Yes/No
If yes, in what way? |
|---|--|
-
- | | |
|---|--|
| 3 | What is the impact of various programmes and activities on the learners and the community? |
|---|--|
-
- | | |
|---|---|
| 4 | What do you send your children to the centre? |
|---|---|
-
- | | |
|---|---|
| 5 | Is there any provision of medical facilities for the children from the Agency Yes/No
If yes what type? |
|---|---|
-
- | | |
|---|--|
| 6 | Does the Agency organise any meeting with community Yes/No
If yes, what is the frequency of the meetings? |
|---|--|
-
- | | |
|---|--|
| 7 | Do the functionaries of the Agency participate in the festivities celebrated by the community? |
|---|--|
-
- | | |
|---|---|
| 8 | Does the agency organise any other developmental programme for the community? |
|---|---|

9 Curriculum and transactional strategies

- (i) Subject Taught**
- (ii) Teaching aid used**
- (iii) Teaching-learning strategies adopted by the instructor while teaching**
- (iv) Extent of involvement of children during teaching-learning process**
- (v) Any modern technological aids seen Yes No**
- (vi) Overall attitude of the instructor towards the children**

Questionnaire Schedule for the Beneficiaries

- | | | | |
|----|--|-------------|----------------|
| 1 | Name | Age | Sex |
| 2 | Name of Village | Post office | Block District |
| 3 | Since when you are coming to the centre? | | |
| 4 | At what time do you come to the centre?
At what time do you go back? | | |
| 5. | Do you like coming to the centre?
Reasons | Yes/No | |
| 6 | What does your parents do? | | |
| 7 | What type of work you do at home after school? | | |
| 8 | What new things you have learnt at the centre? | | |
| 9 | What are the activities, you undertake at the centre eg games, painting, storytelling etc. ? | | |

- 10 What do you like the most at the centre?
- 11 Does doctor come for health check up? Yes/No
- 12 What do you get from the centre?
Midday meal
Stationery
Medicines
Dress Material
Any other
- 13 What are the festivals celebrated at the centre?
- 14 Does the teacher hit you? Yes/ No
- 15 Do you go on outing?
16. Reaction of the child?

Primary Teachers' Training Module developed by VERS

- ❑ **Overview of current educational issues**
- ❑ **General activities to develop communication skills and knowledge base**
 - Problem solving exercises
 - Group-dynamic games to foster peer learning, cooperative thinking
 - Creative thinking exercises
 - Role-play, dramatisation and story telling
- ❑ **Pedagogical Inputs**
 - Work cards – an effective medium for group learning in a multi-aptitude classroom
 - Theme Teaching – to introduce a holistic approach to teaching
 - Science – experiments with air, water, soil
 - History & Geography – through methods of role play, work cards, theme teaching and observation of natural phenomena, recording of data and other methods
- ❑ **Pedagogical Inputs**
 - Language
 - Vocabulary Enrichment exercises
 - Grammar and its uses through games and activities
 - Creative self expression, dialogue writing
 - Reading and writing exercises through a variety of teaching-learning materials
 - Maths Concepts building of place value, units of measurement, time, money, fractions, factors – all approached through activity based method

❑ **Art Techniques**

- Craft work, masks, painting techniques, origami, mobiles, traditional "Pata" painting by folk artists

❑ **Puppetry & Drama**

- Puppets (stick, finger and glove) are a wide spectrum teaching tool – taught by professional puppeteers

❑ **Workshop**

- Preparation of teaching-learning material

❑ **Recreation**

- Sports & games
- Field Trip

❑ **Evaluation**

❑ **Classroom management skills**

- Functional decoration of the classroom
- Lesson Planning
- Record keeping
- Time-table preparation

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